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ABSTRACT

This is number eight in a series of resource manuals consisting of 11 sequenced curriculum guides developed by the Demonstration and Research Center for Early Education (DARCEE) for use in early childhood education programs. Emphasis is placed on the development of sensory, abstracting and mediating and response skills. The projected order of the units is: (1) All About Me, (2) Plants, (3) Autumn, (4) Home and Family, (5) Winter, (6) Forest Animals, (7) Neighborhood and Community, (8) Farm Animals, (9) Spring, (10) Transportation, (11) Farm Crops. Each unit is intended to build upon skills developed in preceding ones. The eighth unit, "Farm Animals," is primarily a social studies unit covering animals frequently found on farms. The major content objective is to develop the child's understanding of farm animals, how they live, and how they are used by people. The suggested time for the unit is three weeks. Instructional activities are presented side by side with basic skills to be developed, and space is provided for teachers to outline additional activities and skills. A list of instructional materials and their sources is given. The appendix includes patterns for teacher-made materials. (MS)

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UNIT MANUAL EIGHT:

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2 FARM ANIMALS

CURRICULUM GUIDE

Demonstration and Research Center
for
Early Education
John F. Kennedy Center for Research
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FARM ANIMALS

Unit 8

by

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John F. Kennedy Center for Research on Education and Human Development
George Peabody College for Teachers
1972

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FOREWORD

The Use of DARCEE Resource Unit Manuals

The series of resource unit manuals consists of 11 curriculum guides. Each unit builds upon preceding units, moving the child to higher levels of development and understanding. The projected order of the sequence of units is as follows:

1) All About Me
2) Plants
3) Autumn
4) Home and Family
5) Winter
6) Forest Animals
7) Neighborhood and Community
8) Farm Animals
9) Spring
10) Transportation
11) Farm Crops

Although it is not suggested that the units be individually followed as "recipe books," it should be restated that each unit builds upon skills developed in preceding ones. Thus, beginning with activities in Unit 10 would present problems for the children if they have had no opportunities to develop and refine the skills presented in preceding units. Another reason for "beginning at the beginning" is the development of the teacher. The first five units are written in a great deal of detail to be very supportive of the teacher and give her a number of illustrations of skill development activities. As she becomes more confident and creative in designing her own activities and materials, the text becomes less descriptive and detailed. Units 6, 7, and 8 will present more opportunities for the teacher's original ideas. The final three units are planned as "skeletal" guides indicating skills and concepts, a few suggested activities and a publications list. They will leave a lot to the discretion, imagination, and abilities of the individual teacher.

Each unit begins with an introduction stating the specific goals and objectives of that unit. A certain number of weeks for covering the material is suggested. These <u>are suggestions</u>, however, and should not be interpreted as "law." The most appropriate way for a teacher to use the units is in the way that will be most valuable to each teacher and her particular group of students. Adjustments may need to be made on the basis of geographic location, the range of the children's experiences and the amount of time required to cover the desired material. The teacher may decide to substitute some of her own activities. She may like some units better than others; prefer some sections over others. She should feel free and comfortable in making these adjustments.

Should the teacher decide to follow the units rather closely at first, she should do so bearing in mind that the subject matter they cover was meant to be only a part of a full day's activity. Three solid weeks of any one unit, all day, everyday, could be a disaster as far as maintaining interest, attentiveness, and motivational level. It would also be advisable to skip a day of unit related activity occasionally for the same reason.

The basic layout of the resource units runs approximately according to the following pattern:

1) Introduction
2) Concepts and Understandings
3) Skills
4) Sequenced Instructional Guide
5) List of Suggested Materials
6) Appendix

DARCEE Curriculum--An Information Processing Model

I. SENSORY SKILLS--"Input" Receiving information

Orienting and Attentional
- Visual
- Auditory
- Tactile-Kinesthetic
- Taste-Olfactory

Discriminatory
- Visual
- Auditory
- Tactile-Kinesthetic
- Taste-Olfactory

Relational
- Visual
- Auditory

Sequential
- Visual
- Auditory

II. ABSTRACTING AND MEDIATING SKILLS--"Organization" Organizing information

Basic Concept Development

color	length	speed
shape	volume	taste
size	(aud.)	flavor
number	texture	& odors
position	weight	time
volume	temperature	age
pitch	motion	affect

Association
1. Objects with objects--functionally, spatially, temporally
2. Labels with objects, sounds, actions, concepts
3. Labels with labels

Classification
1. Deductive classification
2. Inductive classification

Sequencing
1. Motor--sequencing series of actions, directions, events
2. Verbal--sequencing a series of concepts, events

Critical Thinking
1. Drawing relationships
2. Making inferences
3. Making predictions
4. Analyzing problem situations
5. Synthesizing ideas
6. Hypothesizing
7. Evaluating
8. Drawing analogies
9. Analyzing absurdities

III. RESPONSE SKILLS--"Output" Expressing information

A. Verbal
- Fluency
- Articulation
- Syntax
  - a. Single-word level--identification of objects, actions, sounds, concepts
  - b. Phrase level
  - c. Complete sentence level
    - simple declaratives
    - interrogatives
    - negatives
    - "and" statements
    - "or" statements
    - "if-then" statements
    - "I don't know" statements
    - complex sentences--adverbial clauses

B. Motor

Small-Motor Coordination (eye-hand coordination)

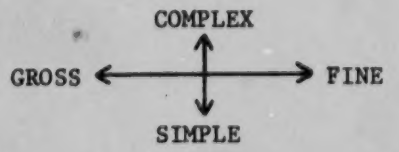
pasting	lacing &
modeling	weaving
painting	tracing
coloring	solving mazes
stringing	following
drawing	dots
cutting	printing

Orientation
- left-to-right progression
- top-to-bottom progression
- front-to-back progression

Basic Skill Development

The Information Processing Model provides a framework for an emphasis on basic skills to be extended and developed through the activities of each unit understanding. The primary purpose of the unit content is to motivate and encourage children to use basic skills. Mastery of unit content, then, is secondary to the development of basic skills. Instructional activities utilize materials and experiences of interest to most young children, thereby providing children with many opportunities for developing SENSORY, ABSTRACTING, and RESPONSE SKILLS--those skills necessary to receive information, to organize information, and to respond to, or use, information in a meaningful way. These are the skills necessary for cognitive growth and the development of intellectual competency. Mastery of the basic skills will make it more possible for children to impose order and structure upon the environment in which they find themselves.

While the DARCEE Curriculum diagram has categorized specific skills under the headings of Sensory, Abstracting, and Response Skills, it is important to note that in reality there is no such clear-cut separation. The diagram is a conceptualization of a process and, as such, is a representation of a way to organize basic skills in order to think about them in relation to curriculum development. It does not imply that at any time a child would be expected to use one skill only. For example, even though an activity may emphasize the development of color concepts (abstracting skills), the child is using, at the same time, his sensory skills (receiving information) and perhaps also his response skills (expressing information about color). The categorization of basic skills is simply intended to point out the emphasis of a particular activity while assuming that in any endeavor the child is actually using a variety of skills to reach a particular outcome.



Development of Sensory Skills

Sensory skills refer to those skills which involve the senses of seeing, hearing, tasting, smelling, feeling, and touching. They are basic to all skill development because all that is learned is received through one, or a combination of more than one, of these senses. A child sees that two cubes are alike because he sees they are the same color. A child hears that two sounds are different because one is loud and one is soft. A child feels that a pin is sharp because it sticks him. Generally speaking, however, simply receiving information through the senses does not require the child to think about the information. The child can see that two cubes are alike, or hear that two sounds are different without knowing, or thinking about, the name of the color of the cube or saying that one sound is loud and one is soft. The child can sense the pain of the pin prick without knowing the words sharp or pin.

When activities that emphasize sensory skill development are presented, the child is expected to behave in a physical way rather than to respond verbally (with words, phrases, or sentences). It is certainly all right for the child to respond verbally for he is, in fact, letting you know that he is ready for the next level of skill development. What is important, though, is that the behavior usually expected when the emphasis is on sensory skill development is in terms of a physical rather than a verbal action.

Activities emphasizing the receiving of information through the senses represent the first level of skill development in the DARCEE Curriculum. A wide range of sensory experiences, with the teacher close by to label and describe, provides the foundation upon which the child builds more complex skills and understandings. The ability to take in information through all the senses is fundamental to the future learning of the child.

Development of Abstracting and Mediating Skills

Abstracting and mediating skills refer to those skills which make it possible to organize and store incoming information in such a way that it can be readily available for present and future use. The development of these skills helps the child pull out the most important factors to remember about a person, object, or event. Impressions received through the senses are soon lost unless the child has some way of organizing the key elements of information. New information becomes more meaningful when it can build upon what is already known. Being able to organize information requires the child to think about incoming information and to sort out what is most important about it.

The level of a child's language development is very closely related to the development of abstracting and mediating skills. In fact, the ability to associate labels with objects is a mediating skill; e.g., using the word round to associate balls, apples, oranges, circles. The child does not necessarily have to be able to speak the word at this point. He may have a much larger understanding vocabulary than he does a speaking vocabulary. It is often by his physical action, an observable behavior, that the child indicates he is able to organize information--to associate, classify, and sequence things in his environment. When the child has had many opportunities to experience round objects, he may be shown a ball and a cube and be asked to show which one is round. If indeed the child has in some way organized information about roundness, he will respond by pointing to, or picking up, the ball. He will respond in a similar way to the presentation of any round object whether or not he has knowledge of the particular object. For example, the child may never have seen a globe; but when shown a globe and a cube, he will be able to pick out the globe as something round.

Activities emphasizing the organization of information through abstracting and mediating skills represent a second level of skill development in the DARCEE Curriculum. According to the individual child's skill level, he may be expected to respond either non-verbally or verbally. The response the child uses is dependent upon the quantity and quality of his sensory experiences and his level of language development.

Development of Response Skills

Response skills refer to the ways in which the child is able to use or express the information he has organized. The responses may be verbal, moving from single words to complex sentences, or the responses may be physical actions; e.g., cutting, pasting, painting, etc. All unit activities call for either verbal or motor (physical) responses, or a combination of both, and are sequenced to help the child refine his skills of responding, moving from gross responses (single words, tearing paper) to fine responses (complex sentences, cutting on a line with scissors).

Levels of Skill Development

Discriminates: the ability to make some distinction of likeness and difference between people and objects. The child may point to something, pick it up, turn his head in the direction of it, etc.--a physical action indicating that through one of his senses he is aware of likeness and difference. Matching, the ability to place like objects together, requires the child to discriminate, such as, between a red cube next to another red cube and a red cube on top of a piece of paper. Neither discriminating nor matching require a verbal response.

Recognizes: The child indicates by a physical action that he understands what is said to him. Recognition does not require a verbal response--the teacher supplies the label. A red, a yellow, and a blue cube are placed before the child. The teacher says, "Show me the yellow cube." The child recognizes the concept of yellow if he points to or picks up the yellow cube.

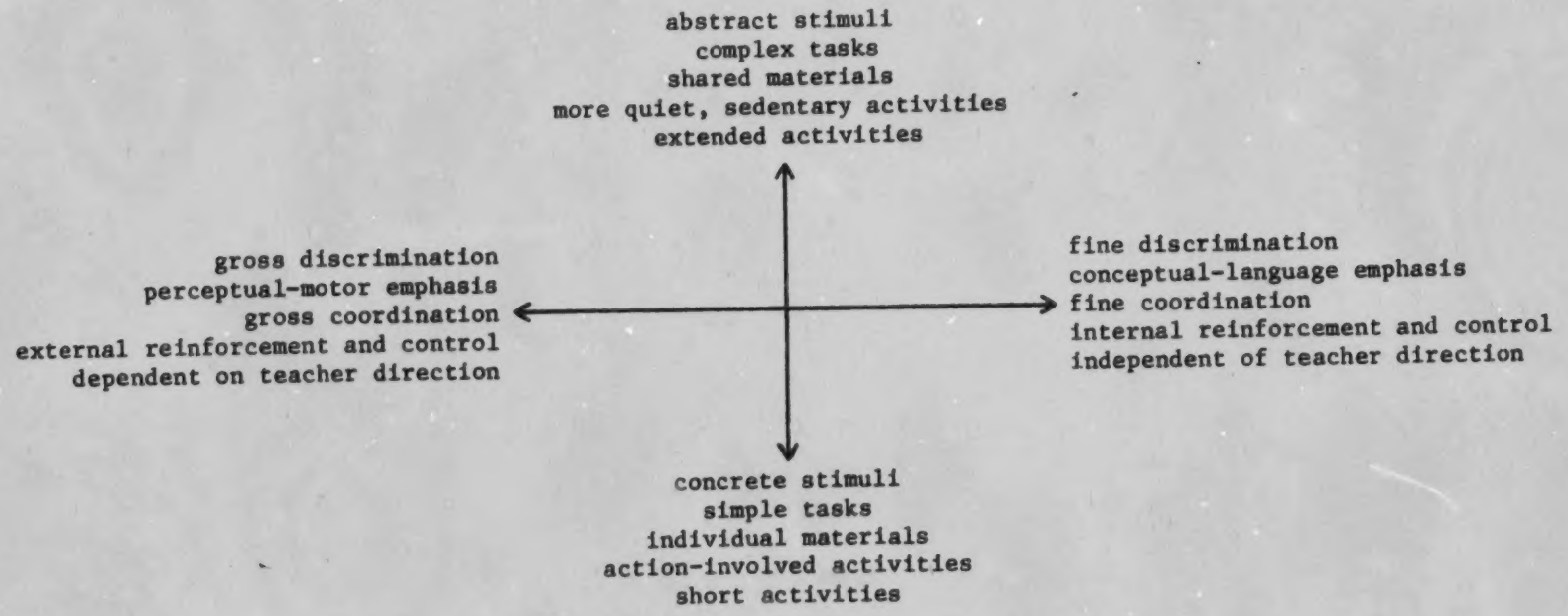
Identifies: The child is expected to give a verbal response--to supply a label for a given object. The teacher holds up the yellow cube and asks, "What color is this?" The child identifies when he responds with the word yellow.

Sequencing Within the Curriculum

Throughout the DARCEE Curriculum Guides, it will be noted that the expectations for the development of children follow a sequential order. The child must be able to discriminate and match objects before he is expected to recognize them. He must be able to recognize objects before he is expected to identify them.

discriminate
match ⟶ recognize ⟶ identify

Additionally, sequencing principles determine the order of the presentation of unit content and skill development activities. Unit content is developed in an order of increasing complexity and abstraction while, simultaneously, skill development is proceeding from simple, gross, sensory skills to complex and abstract response skills. Each unit builds upon the concepts and skills of preceding units, moving the child to higher levels of understanding and skill development. For example, the content of the first unit, All About Me, was about the child himself--a topic of obvious concern and interest to him. Succeeding units about people take the child away from himself into the Home and Family and then the Neighborhood. Proceeding through the units, instructional activities provide many opportunities for the skills of receiving, organizing, and expressing information to become increasingly refined and complex. Within each unit, the instructional activities are ordered to coincide with the continuing growth and development of more abstract and complex skills. In utilizing the principles of sequencing, the DARCEE Curriculum makes it possible to begin at the child's immediate level of development, and, by reviewing and extending previously learned concepts and skills, to introduce the child to higher levels of skill development in a manner appropriate for the individual child.



How to Use DARCEE Curriculum Guides 8, 9, 10, 11

For each experience described under Suggested Instructional Activities, there is a list of specific skills children will be developing through doing the activities. Specific basic skills are related to each activity in the following manner:

SKILLS TO BE DEVELOPED	SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual 1. Whole-part-whole relationship Concept Development 2.,3. Recognizes and identifies size concepts (big, middle size, little) Association 1. Associates the animal with its characteristics Sequencing 2. Recalls the order of story content Verbal Response 2.,3. Uses single words and phrases Models complete sentences Motor Response 1.,3. Coordination	1. Give each child an envelope with cut-out body parts of a bear. Have the child paste the parts on manila paper to make a bear. 2. Read The Three Bears. Have the children recall the story content in sequence. 3. Give the children a ditto of The Three Bears. Have them paste the appropriate size bowl, chair, and bed under each bear.

Look at the column headed "Skills To Be Developed." Notice that there is a numeral beside each skill. This numeral corresponds to an activity in the column headed "Suggested Instructional Activities"; e.g., beside the skill "whole-part-whole relationship" is the numeral 1, indicating that this skill is emphasized in activity 1. By referring to the Curriculum diagram, you can then determine the category of the specific skill. This should make it possible to plan activities that meet the skill development needs of your particular group of children.

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I. Introduction

The eighth unit, Farm Animals, is primarily a social studies unit. It covers animals frequently found on farms. Like earlier DARCEE units, it is intended to review and extend the understandings, concepts, and skills which the child has previously developed.

The major content objective is to develop the child's understanding of farm animals, how they live, and how they are used by people. The major skill objectives for the child are to further develop and refine his Sensory Skills and to encourage the development of his Abstracting, Mediating, and Response Skills--especially Verbal Response Skills

Unlike earlier units, this unit is intended to be a "skeletal" guide for the teacher. Where possible, blank areas have been left for the teacher to write in her own activities and skills to be developed. By paying careful attention to sections II, III, and V, the teacher should be able to develop additional or alternative activities for each unit understanding.

It is expected, as with preceding units, that this unit will need to be adapted to a particular group of children and to a particular geographic area. The content of the unit understandings should be altered so as to be appropriate for the group of children and the area.

It is suggested that three weeks be devoted to this unit. You will need to adjust the length of time according to the interest, attention span, and skill level of your children. The unit understandings and basic skills are ordered from the most simple to the most complex so that the unit can be terminated at any point where the content or skill development becomes too complex or abstract for the children to grasp. Instructional materials, commercial or teacher-made, should be adapted for your particular group of children emphasizing concrete first-hand experiences insofar as possible.

II. Concepts and Understandings

A. Farms are areas of land, usually in the country, where plants (crops) and animals are raised.

1. Farms may contain fields, for raising crops and animals, and buildings--the farmer's house, homes for animals, and storage buildings for crops and machinery.

2. People who raise crops and animals on farms are called farmers.

B. There are many kinds of farm animals.

hog (hogs)	sheep (sheep)	turkey (turkeys)
horse (horses)	goat (goats)	duck (ducks)
cattle	chicken (chickens)	goose (geese)

1. Each kind of farm animal has its own name.

2. Each kind of farm animal has its own physical characteristics.

a. Each has its special color and markings.

b. Each has a certain general size.

c. Each has its special shape.

d. Each has a certain number, shape, and type of body parts.

e. Each has a certain body covering.

f. Each makes its own distinctive sound.

g. Each has its own distinctive movements.

C. There are families of farm animals, just like families of people.

1. A farm animal family includes mother, father, and baby animals.

2. Members of the farm animal families are always changing.

a. An animal begins its life as a baby.

(1) Baby cattle, horses, sheep, hogs, and goats are born alive from their mothers' bodies.

(2) Baby chickens, turkeys, ducks, and geese are hatched from eggs laid by the mother.

b. The mother and father animals care for their baby animals.

c. The baby animal grows into a big, adult animal just like its mother or father.

d. The adult animals then become parents by having babies of their own.

e. The adult animals grow old and die or are killed to be used by people.

3. The mother, father, and baby animals of a farm family often have different names.

Animal	Father	Mother	Baby
hog	boar	sow	pig or piglet
horse	stallion	mare	foal, colt (m), filly (f)
cattle	bull	cow	calf
sheep	ram	ewe	lamb
goat	buck (billy)	doe (nanny)	kid
chicken	rooster	hen	chick
turkey	tom turkey	hen turkey	poult
duck	drake	duck	duckling
goose	gander	goose	gosling

4. Farm animal families eat different kinds of food.

a. Hogs eat corn, grain, roots, and garbage.

b. Cattle and horses eat grass and grain.

c. Sheep and goats eat grass and bushes.

d. Chickens, turkeys, ducks, and geese eat grain and meal.

5. There are special places on farms to keep the different animal families.

a. Barns are large buildings which serve as homes for some farm animals.

(1) The animals usually stay in barns in very cold and wet weather and often at night.

(2) Each kind of animal has a stall, pen, or room in the barn for a home.

b. Barnyards are fenced areas around barns for the chickens, turkeys, ducks, and geese.

c. Stys are pens outside a barn for the hogs.

d. Coops are small buildings in which some farmers keep chickens.

e. Pastures are grassy fields where horses, cattle, sheep, and goats graze in nice weather.

D. Farm animals are tame animals.

1. Animals are called tame (or domestic) if they are raised and cared for by people.

a. Tame animals have homes, food, and protection provided by people.

b. Pets and farm animals are tame animals.

2. Animals are called wild if they do not need people to care for them.

a. Wild animals have homes, food, and protection provided by people.

b. Forest animals and jungle animals are wild animals.

E. Farm animals are used by people in many ways.

1. Some farm animals are raised for food.

a. We get meat called pork, ham, sausage, chitterlings, bacon, etc., from hogs.

b. We get meat and dairy products from cattle.

(1) We get milk for drinking and for processing into cream, ice cream, butter, and cheese from dairy cattle.

(2) We get meat called beef--ground beef, steak, roast beef, etc., from beef cattle.

(3) The gelatin in jello comes from cattle hoofs.

c. We get meat called mutton or lamb from sheep.

d. We get eggs and meat from chickens, ducks, turkeys, and geese.

2. Some farm animals are raised for materials used in making clothing and household articles.

a. Hog hair is used to make bristles for brushes.

b. Cattle, goat, hog, and sheep skin is used to make leather for shoes, belts, purses, saddles, coats, gloves, etc.

c. Sheep wool is used to make wool cloth for clothing, blankets, rugs, furniture fabric, etc.

d. Chicken, duck, and goose feathers are used to make down for pillows.

3. Some farm animals are raised for transportation and for work.

a. Horses are used to transport people and goods and to pull farm machinery.

b. Goats are used to transport goods.

4. Some farm animals are raised for pleasure and entertainment.

a. Horses are raised for riding and racing.

b. All farm animals can be raised for show animals.

F. Farm animals, like people, plants, pets, and forest animals, are living things.

1. Farm animals grow and reproduce their own kind.

2. Farm animals need food, water, and air in order to live.

G. Animals which share common characteristics belong to special animal groups.

1. Some animals are mammals.

a. Mammals are animals which are covered with hair or fur, are born alive from the mother's body, and drink milk from the mother's body as babies.

b. Some pets, forest animals, and farm animals which are mammals are:

cat	deer	cattle
dog	bear	horse
	woodchuck	hog
	beaver	sheep
	skunk	goat
	opossum	
	porcupine	
	rabbit	

2. Some animals are birds.

a. Birds are animals which have two legs, wings, and feathers and are hatched from eggs laid by their mothers.

b. Some pets, forest animals, and farm animals which are birds are:

parrot	robin	duck
canary	bluejay	chicken
parakeet	chickadee	goose
	woodpecker	turkey
	owl	
	sparrow	

c. Birds that people eat are often called poultry or fowl.

3. Some animals are reptiles.

a. Reptiles are animals which are covered with scales or bony plates and are usually hatched from eggs laid by their mothers.

b. Snakes and turtles are reptiles.

4. Some animals are amphibians.

   a. Amphibians are animals which are covered with smooth, tough skin; are hatched from eggs laid by their mothers; live in water as babies; and live on land as adults.

   b. Frogs and toads are amphibians.

III. Farm Animals--Skills

Visual Skills

Likeness and difference skills: pictures (colored and black and white)--color, shape, size, number, position, external part, internal part, orientation

What's missing?
Word matching and recognition
Whole-part-whole: puzzles, pasting animal parts
Patterning (if possible to work in)
Picture reading
Map reading (with field trips)

Auditory Skills

Discriminating among animal sounds; recognition and identification
Rhythm patterning--songs
Rhyming: 1. find rhyming pairs
2. give words which rhyme with a given word
Initial sounds:
1. ability to discriminate and identify words that begin with the same sound
2. give words which begin with the same sound as a given word
Discriminate and reproduce voice intonations in dramatic play

Concept Development

Color

review: primary, secondary; black, white, tan, gray, pink
stress: light and dark shades
introduce: cream

Shape

review: circle, square, triangle, rectangle, star, moon, bell, heart
review: cube, sphere, cone, cylinder (paper folding activity--make barn for clay animals--rectangle, cylinder, cone)
review: spots, spotted; stripes, striped
introduce: horseshoe, oval
review: linear shapes--straight, curved, parallel, perpendicular

Size

review: large, small, middle size; long, short; tall, short; wide, narrow; fat, thin
stress: comparatives with three or more objects

Number

review: sets 1-10; numerals 0-10 with sets; fractions: half, fourth, third; subsets (farm animal families)
stress: natural order of numerals; greater than, less than; story problems--set union, set separation--finding the remaining set

Position

review: all
stress: combinations of position words; ordinal position--first to fifth; near, nearest, nearer than; closer, closest, closer than; far, farthest, farther than; right, left; next to, beside; corner, in or at the corner; in the middle, between; here, there

Volume

review: some, more, most; some, less, least; full, empty
introduce: cup, quart, gallon; tablespoon, teaspoon (recipes for milk products)

Auditory

stress: loud, soft comparisons; long, short comparisons; high, low comparisons

Texture

review: all
stress: comparatives; vocabulary expansion--fuzzy, velvety, silky, fluffy, ruffled

Temperature

review: all (when appropriate)
stress: comparatives

Weight

review: all
stress: comparatives

Taste and Odor

flavors (those appropriate)
review: sweet, sour, bitter, salty, spicy

Motion

review: all
stress: waddle, strut, trot, gallop
stress: fast, slow comparisons

Time

review: night, day; morning, noon, night; afternoon, evening; yesterday, today, tomorrow; this week, next week, last week; early, late
stress: days of the week; seasons--fall, winter, spring
introduce: time of day; numerals on clock; farmer's day

Age

review: young, old comparisons; years of age (animals)

Affective

any emotions which can be emphasized in stories

Association Skills

Animals with sound, protective devices, food products, distinctive characteristics
Riddles--children making riddles
Twenty Questions, quiz games

Classification Skills

Animals by protective devices; number of legs; hair or feathers; habitat--home, forest, farm; formal category--mammals, birds, reptiles, amphibians
Animals vs. plants 1. with pictures
2. with words only--teacher names class; child names class members

Sequencing Skills (using ordinal position words)

Book events
Trip events
Events in farmer's day
Life cycle of animals
Steps in cooking demonstrations
Dramatization lines
Days of the week
Creating original stories

Critical Thinking Skills (stress)

Interpreting stories and events: drawing relationships, anticipating and predicting, predicting endings, interpreting emotions, creating an alternative story ending, creating titles for original stories, creating an alternative title for commercial stories
Problem-solving: mathematical, social, scientific
Absurdity games

Verbal Response Skills

Complete sentence structure
Clear articulation
Fluency: write stories, description contests, experience chart stories, discussions, dramatizations, role play situations
Sentence structure: questions (Twenty Questions), negatives (with classification and Twenty Questions), "if-then" statement completion, comparatives with all basic concepts

Motor Response Skills

Coordination Skills

pasting	drawing	coloring	lacing or weaving	tracing or solving mazes
modeling	painting	cutting	paper folding	crayon rubs

Orientation Skills

left-to-right
top-to-bottom
front-to-back

IV. Sequenced Instructional Guide

UNIT UNDERSTANDING: A. Farms are areas of land, usually in the country, where plants (crops) and animals are raised.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Read appropriate sections of the book Ten Big Farms to the children. After reading, have the children describe what a farm might look like. Discuss some things that are found on farms. Show pictures of farms and the places where the animals are kept.
1.,2.,3.	Likeness and difference	
Auditory		
2.,4.	Animal sounds	2. If possible, take a trip to a local farm. While there, point out and label the different parts of the farm (farmhouse, barn, silo, pen, fence, coop, pasture, barnyard), the different animals, and each animal's characteristics. Direct the children's attention to the sound each animal makes, to its movements, and to its body covering. Count the animals of each type and count the legs on each type of animal. When you return to school, discuss the trip--recall what the children saw, describe each animal. Pantomime the movements and sounds of an animal and see if the children can identify it. Then have different children pantomime an animal.
6.	Rhythm patterning--song	
Concept Development		
2.	Number: counting	
Association		
2.,4.	Animals with their characteristics	
5.	Persons with occupations	
Sequencing		
6.	Song verses	3. Construct a large model of a farm on the classroom wall. Include a farmhouse, barn, pasture, and the pens for the different animals. Help the children to identify the parts of the scene, such as the house. Introduce and discuss the word "farm" and the different parts of a farm--barn, farmhouse, pasture, pen, etc. Ask the children to name any farm animals they already know. During the unit, animals can be added to the farm scene as they are introduced. (See Appendix.)
Verbal Response		
1.,2.,3.,5.	Fluency: discussions, role play, experience chart/list	

5. Sentence structure: comparisons

Motor Response

4. Coordination: crayon rub

TEACHER'S NOTES:

4. Picture read a simple book about the farm and farm animals (The Animals of Farmer Jones; The Farm Book; Good Morning, Farm). Emphasize each animal's name and the sound it makes. As a review of the animals, have each child do one or more crayon rubs. (To make crayon rubs, make a silhouette of a figure for each child. Paste the figure in the center of a piece of newsprint. Place another piece of newsprint of the same size on top of the figure. Staple the two sheets together on all four sides. When the top sheet is rubbed with the side of a crayon, the outline of the hidden figure will appear.)

5. To establish the role of the farmer, use six pictures of persons (e.g., a doctor, nurse, policeman, fireman) and a picture of a farmer. Have the children identify each person and describe his role. Then show the picture of the farmer. Have the children try to define his role. Make a list of their ideas about what the role of a farmer is. Using a book about farmers (e.g., Little Farm), check the children's ideas with those described in the book. Redefine the role of the farmer with the children. Let the children compare their original ideas with those now.

6. Sing "The Farmer in the Dell" and play the game with the children. You can also make flannel figures of the characters in this song to be used for sequencing. Rearrange them and have the children sing the song in the new order (e.g., "The mouse takes the nurse, . . ."). Then have the children help arrange the figures in the proper order. (See Appendix.)

UNIT UNDERSTANDING: B. There are many kinds of farm animals.

a. Hogs

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Using models, pictures of hogs (Teaching Pictures, Farm Animal Family posters), or books, ask different children to help describe a hog. Ask questions involving color, shape, number, position, texture, and sound concepts. Show the children a figure of a father (boar), mother (sow), and baby (pig) hog and label each one. Call attention to size differences in the three hogs.
1.,3.	Likeness and difference	
5.	Whole-part-whole	
Auditory		
4.	Discriminate and reproduce voice intonation in dramatic play	2. Ask the children if they know why a farmer raises hogs. Show the children a chart which you have constructed showing pictures of pork chops, sausage, bacon, and ham. Help the children identify these foods. Explain that all these meats come from the hog. Emphasize the fact that hog's hair is very stiff. Show the children a hair brush made of boar bristles and have them feel the bristles.
Concept Development		
1.	Size: comparisons	
2.	Texture	
Association		3. Have each child begin a booklet of farm products. Give each child a sheet of paper with the silhouette or picture of a hog at the top. Then let the children look in magazines for pictures of products which come from hogs. Have them cut out the pictures and paste them on the page. At the end of the unit, the pages can be joined to make a booklet.
1.,6.	Animals with their characteristics	
2.,3.	Animals with their products	
Sequencing		
4.	Story events	4. Using the DARCEE flannelboard set or large book, tell the story of the Three Little Pigs. Following the story, have the children recall the events in the story. Help them put the story in order. Review the story later using pictures of the story events (Ginn Kit) or a record of the story. Have the children dramatize the story of the Three Little Pigs. (See Appendix.)
4.	Dramatization lines	

Verbal Response

1.,4.,6. Fluency: discussions, dramatizations

Motor Response

3.,5.,6. Coordination: cutting, pasting, crayon rub

TEACHER'S NOTES:

5. Plan a pasting activity where the children assemble the parts of a hog like a puzzle. Give each child the body parts of a hog cut from tan construction paper. Have the children find each part as you name it. Give each child a piece of construction paper with the outline of a hog drawn on it, and ask them to assemble and paste the parts to form a whole hog.

6. See if the children can tell you where the hog lives. Refer to the pig pen on the bulletin board. Show the children a picture of a trough and explain that food is placed in it for the hogs. Emphasize that the hog is a full-grown pig. Have the children do a crayon rub of a cardboard cut-out of a hog.

UNIT UNDERSTANDING: B. There are many kinds of farm animals.

b. Horses

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Recall the trip to the farm. Have the children describe any horses they saw. Let the children discuss and compare the size of horses and hogs, the sounds that each animal makes and how each moves. Show large colorful pictures and/or models of horses.
3.	Likeness and difference	
Concept Development		2. Play a following directions game with position concepts using models or flannel cut-outs of a man and a horse.
1.	Size: comparisons	
2.	Position	3. Explain to the children that horses are useful farm animals. Have them think of some ways horses are used on farms. Write down some of their ideas and review later in the unit. Then have the children name the body parts of the horse. Let the children compare the body parts of a horse with those of people and tell how they are alike and different. Discuss how horses wear shoes, and why. Find some pictures of horses. Let the children cut them out and make and paste sets of horses.
3.	Number: sets	
4.	Motion: slow, fast	
Association		4. Have the children recall some television programs that have horses in them. Review the races and how horses are used in races. Stress that horses have strong legs which enable them to run very fast and long distances. If appropriate, show a film of horses and some ways in which they help farmers.
1.,3.,4.	Animals with their characteristics	
Sequencing		TEACHER'S NOTES:
2.	Following verbal directions	
Verbal Response		
1.,3.,4.	Fluency: discussions, experience chart	
Motor Response		
3.	Coordination: cutting, pasting	

TEACHER'S NOTES:

UNIT UNDERSTANDING: B. There are many kinds of farm animals.

c. Cattle

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Using several models of cows, introduce and explain the word "cattle." Have the children describe some of the characteristics of cows. Compare the size of cows with the sizes of horses and hogs. Discuss the cow's distinctive sounds, body parts, and colors. For recall, do an experience chart (list) of all the things the children can think of about cows. Then have them say things that cows are not.
1.,4.	Likeness and difference	
Concept Development		
1.	Size: comparisons	
Association		2. Read a book about cows (e.g., The Cow Went Over the Mountain) and discuss.
1.,3.	Animals with their characteristics	
3.,4.,5.	Animals with products	3. Ask the children to tell what liquid we get from cows. Let the children tell what color milk is and if it is thick or thin. Next, read the book Who Will Milk My Cow? Show colorful pictures of how the cow is milked. Give the label for the special body part that milk comes from. Discuss how the milk gets from the farm to the breakfast table using dairy council posters.
4.	Cow part with cut of beef	
Sequencing		Have the children review the milk sequence from the farm to the family. Then give each child several pictures of the milk process and have the children arrange them from the first step to the last. Afterward, combine them into a booklet and let the children color the pages.
2.	Book events	
3.	Milk from farm to table	
6.	Trip events	
7.	Making butter	
Verbal Response		4. Have the children think of products that come from cows. Use food model cards to help them. Have them name those products that are meats. Using a large diagram of a cow, mark the special parts of the cow from which different meats come.
1.,2., 3.,4.,6.	Fluency: discussions, experience chart	

1. Sentence structure: negative statements

Motor Response

3.,5. Coordination: cutting, coloring, pasting

TEACHER'S NOTES:

Also discuss the word "beef." Mention that the meat we get from hogs is called pork, and the meat from cows is called beef.

5. Give each child a magazine showing hamburgers, steaks, roast, other beef products, milk, and milk products. Use pictures of canned meats as well. Have the children cut the pictures from the magazine and paste them on a sheet of paper with a cow at the top.

6. Take the children on a field trip to a dairy farm. Have them think of some things they might see before going on the trip. Encourage them to look closely at things they see at the dairy farm, especially how the cows are fed and milked, the best milking time, and where the milk is put. Explain the word "pasteurization" and have them look at the machine that pasteurizes milk.

   Have the children do an experience chart of their trip to the dairy farm. Encourage the children to tell what they saw in the correct sequence.

UNIT UNDERSTANDING: B. There are many kinds of farm animals.

d. Sheep

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Introduce sheep with the following riddle: I am an animal that lives on the farm. I am white or black. I have a thick coat of fur that is used to make sweaters and coats. I go baa, baa, baa. Who am I? Use pictures and/or models to help discuss some distinctive characteristics of sheep. Have the children think of how the horse, cow, hog, and sheep are alike and different. Review the characteristics of sheep by having each child draw a picture of a sheep, color the picture, and tell five things about sheep. Write down what each child says and attach the descriptive statements to the picture. 2. Show the film "Wooly, the Lamb." Discuss with the children why the lamb was called "Wooly," and what happens as lambs grow. 3. Using the song "Mary Had a Little Lamb," discuss the lines that rhyme and let the children think of words that rhyme. 4. Using Childcraft or other source of information about sheep, read to the children about how sheep need tender care and about how the thick coat of wool is sheared. Show the children pictures of the shearing process. Explain that the wool they see coming off the sheep's back is taken to the factory and processed.
1.	Likeness and difference	
5.	Whole-part-whole	
Auditory		
3.	Rhythm patterning--songs	
3.	Rhyming	
Association		
1.	Riddles	
1.,4.	Characteristics with animals	
4.	Animals with products	
Sequencing		
2.	Life cycle of animals	
4.	Wool from farm to store	
Verbal Response		
1.,2.,4.	Fluency: discussions, descriptive statements	

Motor Response

1.,5.	Coordination:	drawing, coloring, pasting

TEACHER'S NOTES:

If possible, have a demonstration of how wool is spun into yarn. Have them name some things that are made out of wool. List the things they say. Show some articles of clothing that are made of wool. Review the sequence of wool from farm to store.

5. Draw outlines of sheep on sheets of paper. Give each child a sheet and show him samples of woolen clothing or woolen scraps. Let them paste the scraps on the silhouette until it is filled in. Encourage the children to stay inside the outline of the sheep.

UNIT UNDERSTANDING: B. There are many kinds of farm animals.

e. Goats

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Explain to the children that there are goats on some farms. Showing a good picture of some goats, let the children look at them closely and describe their color, number of legs, size, and other important characteristics. Review sounds made by such farm animals as sheep, hogs, and cows. Teach the children to make the sound of a goat.
1.,3.	Likeness and difference	
Auditory		
1.	Animal sounds	
2.	Rhythm patterning--song	2. Explain to the children that we can get milk from goats. See if they can tell you another farm animal from which we get milk. Show a film about goats (e.g., "The Adventures of Two Little Goats"). Have the children discuss goats and recall what they saw and heard in the film. Introduce and sing "Bill Grogan's Goats."
3.	Voice intonation in dramatic play	
Association		
1.	Animals with characteristics	
2.,3.	Animals with products	3. Discuss the movement of goats and mention that they have hoofs like horses. Explain that the hoofs are sometimes used in gelatin or jello to make it gel. Then read the story of The Three Billy Goats Gruff. Using the flannelboard set of the "Three Billy Goats Gruff," let the children tell the story in sequential order. Later dramatize the story.
Sequencing		
2.,3.	Story events	
3.	Lines in dramatization	TEACHER'S NOTES:
Verbal Response		
1.,2.,3.	Fluency: discussion, dramatization, story telling	

TEACHER'S NOTES:

UNIT UNDERSTANDING: B. There are many kinds of farm animals.

f. Chicken, turkey, duck, goose

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Discuss and describe separately the chicken, turkey, duck, and goose. Use pictures and/or models. Introduce the label "poultry" and discuss the characteristics of poultry. Using the DARCEE flannelboard set, tell the story of Chicken Little. Have the children raise their hands when they hear the names Turkey-Lurkey, Ducky-Lucky, and Goosey-Loosey. Compare poultry with other farm animals.
1.,2., 6.,8.,9.	Likeness and difference	
9.	What's missing?	
Auditory		2. Review what name we give to chickens, ducks, turkeys, and geese. Let each child choose an animal and discuss its distinctive characteristics. Discuss how they are alike and different. Recall the story of Chicken Little and dramatize it.
9.	Initial sounds	
1.	Rhyming	
3.,7.,9.	Animal sounds	3. Show the children pictures of chickens and chicks. Remind the children that baby farm animals grow up just as people do. Have them make the sounds of the chickens. Demonstrate how a farmer might call his chickens to be fed.
2.	Voice intonations	
Concept Development		4. Using the flannel cut-outs of chicks, have the children review ordinal position on the flannelboard.
4.	Number: ordinal position	
Association		5. Display pictures of the chicken, turkey, duck, and goose. Show examples of how we use these farm animals: a pillow stuffed with down, feathers, pictures of fried chicken, roast turkey, baked duck, etc. Review with the children some ways in which we use fowl. Then bring an electric frying pan to the classroom and fry a chicken for lunch. Review the sequence of steps in frying chicken.
1.,2.,3.,9.	Animals with their characteristics	
5.,8.	Animals with products	

Sequencing

2.	Lines in dramatization
3.	Life cycle of animals
5.	Frying chicken
6.	Trip events

Verbal Response

1.,2., 6.,7.,8.	Fluency: discussions, dramatizations, experience chart

Motor Response

7.	Coordination: duck walk

TEACHER'S NOTES:

6. Visit a poultry farm. If possible, let the children see some of the fowl being fed. Write a sequenced experience chart when you return. Or show the children a film "Let's Visit a Poultry Farm" and discuss. Compare the poultry farm with the dairy farm the children visited.

7. Read a story about ducks (e.g., The Fuzzy Duckling). Review that just as baby chickens are called chicks and baby turkeys are called poults, we call baby ducks, ducklings. Have the children recall their trip to the poultry farm and tell whether or not they saw any ducklings. Demonstrate or draw a diagram of the webbed feet of ducks. Then have them make the sound of ducks. Have all the children form a line and walk like ducks around the classroom.

8. Ask the children what they had for breakfast. If anyone says eggs, ask them where they think eggs come from. Then, tell them that we eat mostly chicken eggs, but that other fowl also lay eggs. If possible, show them examples of the different kinds of eggs. Let the children name as many ways as possible that we use eggs. Write down what they say and later make one of the items they named.

9. Review the name of the special fowl we eat at Thanksgiving. See if the children can name some other foods we eat that have the "t" sound. Show the children pictures of a prepared turkey and a live turkey. Have the children discuss the missing parts (feathers, feet, and head). Have the children make the turkey sounds on the tape recorder. Make other farm animal sounds and use later for auditory discrimination. Have the children discuss the various characteristics of the turkey.

UNIT UNDERSTANDING: B. There are many kinds of farm animals.

g. Evaluation Activities

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Read the book Old MacDonald Had a Farm and have the children supply the sounds of the animals. Teach the children the song. As the children sing, place felt farm animals on the flannelboard.
2.	What's missing?	
5.	Likeness and difference	2. Play a what's missing game. Place felt animals on the flannelboard. Ask the children to look at all the animals and then close their eyes. Remove one animal. Ask, "What animal did Old MacDonald lose?" See if the children can identify the missing animal. Continue until all the animals are removed from the board.
Auditory		
1.,3.	Animal sounds	3. Use a record of sounds on a farm ("Sounds Around Us," "Muffin in the Country"). Encourage the children to identify animals by the sound they make.
1.	Rhythm patterning	
Concept Development		4. Use a farm animal flannelboard set to play recognition games. Ask questions and give directions such as "Who can find the horse on the flannelboard?"; "Who can put the cow on the flannelboard?" The games can be made more difficult by giving more elaborate directions: "Put the horse beside the hog."; "Put the goat under the chicken."
4.	Position	
Association		5. Use the Ed-U-Cards Farm Lotto game to develop the ability to match, recognize, and identify the farm animals.
7.	Animals with their products	
Classification		
6.	Number of legs, hair vs. feathers, etc.	
Sequencing		
4.	Following verbal directions	

TEACHER'S NOTES:

6. Play classification games using PLDK cards or any other suitable material. The farm animals can be classified in a variety of ways: by number of legs, hair or feathers, etc. Let the children think up their own categories.

7. Play an association game placing animal products with the animals from which they come. This could be done with pictures, PLDK cards, flannel figures (animals), and food model cards.

UNIT UNDERSTANDING: C. There are families of farm animals, just like families of people.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Review what families of people consist of. Have the children think of what a family of farm animals includes. Recall the field trip to the farm and the baby farm animals seen with their families. Show the children colorful pictures of some farm animal families and let them discuss the pictures. 2. Using models, flannel figures, or pictures (PLDK cards or Ginn Kit), associate baby farm animals with their families. Have the children name the families of farm animals. 3. Read the book Make Way for Ducklings to the children. Have them tell how many ducklings there were in all. See if they can give all the names of the ducklings. Have them listen for rhyming patterns when they say all the names aloud. Using flannelboard cut-outs of ducks, have the children make subsets of given sets. Have them compare subsets according to number of members. 4. Read a book about horses (e.g., Whatever Happens to Baby Horses; Misty, the Wonder Pony; etc.). Explain the labels colt, pony, foal, etc. Discuss the life cycle of horses. Take the children to a riding stable to see some horses, colts, and fillies. Encourage the children to observe the horses and tell how the colt and horse are alike and different. Do an experience chart story of their trip. (Stress sequencing.) When the story is completed, have the children make a title for it. Select some words from their stories and let the children do some word matching with words printed on small cards.
4.,6.,8.	Likeness and difference	
4.	Word matching	
7.	Whole-part-whole	
9.	What's missing	
Auditory		
3.	Rhyming	
Concept Development		
3.	Number: counting; subsets; greater than, less than	
7.	Shape: basic	
10.	Position	
Association		
2.	Baby animals with parents	
6.	Animals with feed	
8.	Animals with homes	

Sequencing

4.,5. Animal life cycle

4. Experience chart

Critical Thinking

4. Creating title for original stories

Verbal Response

4.,5.,6., 7.,10. Fluency: discussions, experience chart

Motor Response

7. Coordination: pas

TEACHER'S NOTES:

5. Show a film about a baby farm animal, such as "Frisky the Calf," "Mary Had a Little Lamb," "Sparky the Colt," or "Wooly the Lamb." Discuss the life cycles of animals.

6. Discuss the kinds of food that different farm animals eat. Show samples and associate them with pictures and/or models of farm animals. (Example: Place corn with hogs, grass with cattle, horses, sheeps, and goats, etc.) Discuss likenesses and differences in the foods.

7. Have the children look at the farm scene on the wall a and describe what they see. Explain that on the farm there are special places to keep different families of animals. Talk about the barn first, and have the children name some animals that live in barns. Read the book Big Red Barn or another book about barns. Do a whole-part-whole pasting activity of a barn using basic shapes for review.

8. Introduce the other special places on a farm such as the sty, barnyard, pasture, and the coop by referring to the farm scene on the wall. Let the children pick out each place designated. Ask them to tell what animals might live in that particular place.

9. Using a large colorful farm picture, have the children look at the barnyard. Then play a "what's hidden" game. Select and blindfold a child. Using small squares, cover something on the farm. Remove the blindfold and have the child tell what is hidden.

10. Discuss pastures with the children. Ask the children to think of all the farm animals that graze in pastures and how they get their food in cold winter weather. Play "put the animal in the pasture." Use a large picture of a barn, barnyard, and pasture and small cut-out pictures of different farm animals that graze. Blindfold the child and play like "pin the tail on the donkey." Use position concepts in discussing where they actually place the animals.

UNIT UNDERSTANDING: D. Farm animals are tame animals.

SKILLS TO BE DEVELOPED	SUGGESTED INSTRUCTIONAL ACTIVITIES
Association 1.,2. Animals with characteristics Classification 2. Tame vs. wild Verbal Response 1. Fluency: discussions TEACHER'S NOTES:	1. Review the concept of "wild" with the children referring back to forest animals. Let the children recall some forest animals. Next, help the children figure out what "tame" means and name some familiar tame animals. Emphasize again that farm animals are considered tame and discuss why this would be true. 2. Have a good selection of familiar forest and farm animal cards and have the children identify them. Place all the animal cards in a bag. Let the children select cards one at a time and tell whether the animal is tame or wild and why. Let them assemble the cards in two rows, according to whether the animals are tame or wild.

TEACHER'S NOTES:

UNIT UNDERSTANDING: E. Farm animals are used by people in many ways.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Discuss the ways in which farm animals are used by people. Compare the ways in which forest and farm animals are used. Discuss foods that we get from the hog, cow, sheep, goat, and chicken. Use pictures of animals and their products. Have a tasting party with some prepared meats. Blindfold the children's eyes and have them taste and identify the meat and the animal it comes from.
1.	Likeness and difference	
Auditory		
5.	Rhythm patterning--song	
Concept Development		
1.,3.	Taste and odor: flavor	
4.	Texture	
Association		
1.,2., 3.,4.,6.	Animals with products and uses	
5.	Animals with characteristics	
Verbal Response		
1.,3., 4.,5.,6.	Fluency: discussion	
Motor Response		
5.	Coordination: pasting, following a line	

2. Review some vegetables that are familiar to the children. Using the food model cards, plan a breakfast, lunch, and dinner. In the meals, include meats that come from the farm animals.

3. Read a book about cows (e.g., Who Will Milk My Cow?). Discuss how we get dairy products such as milk, butter, cheese, etc., from the milk that cows give. Have a cheese tasting party with the children with several kinds of cheese.

4. Show the children a brush made from hog bristles, a wool sweater, leather articles, and pillows stuffed with down. Discuss which animals these articles come from. Have the children touch each article and describe whether it is soft or hard, rough or smooth.

5. Review how we get wool from the sheep. Then using wool yarn of different colors, let the children follow the outline of a sheep. Encourage them to paste the yarn carefully on top of the outlined model. Sing "Baa, Baa, Black Sheep," and discuss characteristics of sheep.

TEACHER'S NOTES:

6. Discuss how some farm animals are used for transporting and pulling farm machinery. Explain to the children that long ago when people did not have tractors, horses pulled the machinery like plows. If appropriate, show a film to illustrate this concept.

UNIT UNDERSTANDING: F. Farm animals, like people, plants, pets, and forest animals, are living things.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Discuss the differences between living and non-living things. Use concrete examples. Emphasize that living things grow, reproduce, need food, water, and air to live. Have a classification game using pictures of living and non-living things. 2. Read See How It Grows and discuss what the farm animals need to grow. Have the children tell what things all living things need to live and grow. Write down what they say.
1.	Likeness and difference	
Association		
1.	Living things with characteristics	
Classification		
1.	Living vs. non-living	
Verbal Response		
1.,2.	Fluency: discussions, experience chart	

TEACHER'S NOTES:

UNIT UNDERSTANDING: G. Animals which share common characteristics belong to special animal groups.

SKILLS TO BE DEVELOPED		SUGGESTED INSTRUCTIONAL ACTIVITIES
Visual		1. Review and list pets, forest animals, and farm animals with four legs, hair or fur. Introduce the word "mammals" and explain why these animals are considered mammals and why people are mammals. Using pictures of animals, have the children identify and classify them according to whether they are mammals or not.
2.,3.	Likeness and difference	
Association		2. Have the children name some animals that are birds. Discuss some characteristics of birds: how female birds lay eggs and how these eggs are hatched. Compare birds with mammals by showing pictures of birds hatching from eggs and mammal babies being born alive. Have the children name some farm animals that are birds and some that are mammals.
1.,4.	Mammals with characteristics	
2.,4.	Birds with characteristics	
3.,4.	Reptiles with characteristics	
3.,4.	Amphibians with characteristics	3. Using pictures of snakes, toads, frogs, and turtles, discuss the characteristics of reptiles and amphibians, how they are alike, and how they are different. Use PLDK pictures or flannelboard figures to compare reptiles and amphibians with mammals and birds. Let the children tell verbally ways in which they are alike and different.
5.	Quiz game	
Classification		
1.	Mammal vs. non-mammal	
4.	Pets vs. forest animals vs. farm animals	
4.	Mammals vs. birds vs. reptiles vs. amphibians	4. Using the animal cards of pets, forest animals, and farm animals, play the "Go Fishing Game." Place several cards with paper clips on them in a large basket. Attach a magnet to the card on the fishing rod. Let each child have a turn fishing a card from the basket. When they fish out a card, have them identify the animal and tell what class it would be in and why. Have the children classify the animals by category (mammal, bird, reptile, amphibian).
Verbal Response		
1.,2.,5.	Fluency: discussions, experience chart, quiz game	

TEACHER'S NOTES:

5. To review the entire unit of farm animals, play a quiz game with the children. Have questions written on strips of paper and placed in a small can. The children can take turns drawing strips of paper from the can and answering the questions.

V. Instructional Materials

BOOKS		SOURCE
The Animals of Farmer Jones	Scarry, R. (Ill.)	Golden Press, 1953
Animals on a Farm	Seibert, J.	Encyclopedia Britannica Press, 1964
Baby Farm Animals	Williams, G.	Golden Press, 1958 (Little Golden)
Best Word Book Ever	Scarry, R.	Golden Press, 1963 (Giant Golden)
Big and Little Creatures The Cock, the Mouse, and the Little Red Hen (p. 96) Henny-Penny (p. 112) The Story of the Three Little Pigs (p. 46) The Three Billy-Goats Gruff (p. 30)	Untermeyer, B., & Untermeyer, L. (Eds.)	Golden Press, 1961
Big Red Barn	Brown, M. W.	E. M. Hale & Co., 1961
Chicken Little	Scarry, R. (Ill.)	Golden Press, 1960 (Little Golden)
Chicken Little	Rutherford, B., & Rutherford, B.	Whitman Publishing Co., 1966 (Small World Library Book)
Chicken Little Count to Ten	Friskey, M.	Childrens Press, 1946
Childcraft Volume 4 - Life Around Us Volume 7 - How We Get Things		Field Enterprises Educational Corp., 1966
Country Noisy Book	Brown, M. W.	Harper & Row, 1940

BOOKS		SOURCE
The Cow Went Over the Mountain	Drensley, J.	Golden Press, 1963 (Little Golden)
Curley the Pig	Pezzi, M. P.	Golden Press, 1964 (Big Golden)
Don't Count Your Chicks	d'Aulaire, I., & Parin, E.	Doubleday & Co., 1943
Everybody Has a House and Everybody Eats	Green, M. M.	Young Scott Books, 1961
The Farm Book	Pfloog, J.	Golden Press, 1964 (Golden Shape)
Fluffy and the Flyaway Fly	Carlson, V. F.	Whitman Publishing Co., 1966 (Big Tell-a-Tale)
The Fuzzy Duckling	Werner, J.	Golden Press, 1949 (Little Golden)
The Gingerbread Man	Rutherford, B., & Rutherford, B. (Ill.)	Whitman Co., 1963 (Giant Tell-a-Tale)
The Golden Goose	Tenggren, F. (Ill.)	Golden Press, 1954 (Little Golden)
The Golden Happy Book of Animals	Scarry, R.	Golden Press, 1965
Good Morning, Farm	Wright, B. R.	Whitman Publishing Co., 1964 (Giant Tell-a-Tale)
The Great Big Animal Book	Rojankovsky, F. (Ill.)	Golden Press, 1950 (Big Golden)
Green Eggs and Ham	Seuss, Dr.	Beginners Book, Inc., 1960
Gwendolyn and the Miracle Hen	Sherman, N.	Golden Press, 1961
I Want To Be a Dairy Farmer	Greene, C.	Childrens Press, 1957

BOOKS		SOURCE
I Wish That I Had Duck Feet	LeSieg, T.	Random House, Inc., 1965 (Beginner)
Little Black, A Pony	Farley, W.	Random House, Inc., 1961 (Beginner)
The Little Farm	Lenski, L.	Henry Z. Walck, Inc., 1942
The Little Red Hen	Miller, J. P. (Ill.)	Golden Press, 1954 (Little Golden)
Make Way for Ducklings	McCloskey, R.	Scholastic Book Services, 1941
Milk for You	Schloat, G. W.	Charles Scribner's Sons, 1951
Misty, the Wonder Pony	McKindley, C. (Ill.)	Rand McNally & Co., 1956 (Tip-Top Elf Book)
My Friend the Cow	Lenski, L.	National Dairy Council, 1967
My Nursery Tale Book	Scarry, R.	Golden Press, 1949 (Big Golden)
The Country Mouse and the City Mouse		
Old Gray and the Little White Hen	Francois, P.	Golden Press, 1966 (Read-It-Yourself)
Old MacDonald Had a Farm	Crawford, M.	Golden Press, 1967 (Golden Square)
See How It Grows	Walters, M.	Grosset & Dunlap, 1954
A Tale of Tails	Macpherson, E.	Golden Press, 1962 (Big Golden)
Ten Big Farms	Ipcar, D.	Alfred A. Knopf, 1958
Three Bedtime Stories	Williams, G. (Ill.)	Golden Press, 1953

FILMS	SOURCE
Sparky, the Colt (11 min., b/w)	Coronet Films
The Three Little Pigs (11 min., b/w)	Coronet Films
Uncle Jim's Dairy Farm (12 min., color)	National Dairy Council
Wooly, the Lamb (11 min., b/w)	Coronet Films

RECORDS	SOURCE
Bought Me a Cat and Other Folk Songs (7" L.P.)	Scholastic Records Co.
Burl Ives Sings Little White Duck (12" L.P.)	Columbia Record Co.
Chicken Little (45 rpm)	Golden Records (Book & Record Set)
45 Children's Favorite Songs (12" L.P.)	Brigade Records
A Golden Treasury of Mother Goose and Nursery Songs (12" L.P.)	Golden Records
A Golden Treasury of Nursery Rhymes (12" L.P.)	Golden Records
Little Red Hen (45 rpm)	Golden Records
Muffin in the Country (12" L.P.)	Young People's Record Co.
Nursery and Mother Goose Songs (3 - 78 rpm)	Bowmar Records
Sounds Around Us (album)	Scott, Foresman and Company
Sounds Around the Farm	
Three Little Pigs (45 rpm)	Golden Records (Book & Record Set)

BOOKS		SOURCE
The Three Billy Goats Gruff	Maxey, D. (Ill.)	Whitman Publishing Co., 1966 (Giant Tell-a-Tale)
The Three Little Pigs	Walt Disney Studio (Ill.)	Golden Press, 1948 (Little Golden)
The True Book of Farm Animals	Lewellen, J.	Childrens Press, 1954
Whatever Happens to Baby Horses?	Hall, B.	Golden Press, 1965 (Big Golden)
Who Took the Farmer's Hat	Nodset, J. L.	Harper & Row, 1963
Who Will Milk My Cow?	Jackson, J.	Follett, 1964 (Beginning-to-Read)

FILMS	SOURCE
The Adventures of Two Little Goats (11 min., b/w)	Coronet Films
Animals and Their Foods (11 min.)	Coronet Films
The Dairy Farm (13 1/2 min., b/w)	Coronet Films
Farm Animals (b/w)	National Dairy Council
Farmyard Babies (11 min., b/w)	Coronet Films
Frisky, the Calf (11 min., b/w)	Coronet Films
Let's Visit a Poultry Farm (11 min., b/w)	Coronet Films
The Little Red Hen (11 min., color)	Coronet Films
Mary Had a Little Lamb (11 min., b/w)	Coronet Films

SONGS		SOURCE
Exploring Music, Volume 1	Boardman, E. (Ed.)	Holt, Rinehart, & Winston, Inc., 1966
Old MacDonald Had a Farm (p. 10)		
50 Songs for Children	Graham, M. N.	Whitman Publishing Co., 1964
Baa, Baa, Black Sheep (p. 19)		
The Farmer in the Dell (p. 13, circle game)		
Little Bo Peep (p. 10)		
Little Boy Blue (p. 16)		
Mary Had a Little Lamb (p. 15)		
Fireside Book of Children's Songs	Winn, M. (Ed.)	Simon and Schuster, 1966
Bill Grogan's Goat (p. 151)		
Bingo (p. 54, circle game)		
The Farmer in the Dell (p. 180, circle game)		
I Bought Me a Rooster (p. 47)		
Little White Duck (p. 56)		
Mary Had a Little Lamb (p. 77)		
My Old Hen (p. 42)		
The Old Grey Hen (p. 30)		
Six Little Ducks (p. 106)		

SONGS		SOURCE
Fireside Book of Children's Songs (cont.)	Winn, M. (Ed.)	Simon and Schuster, 1966
Three Little Piggies (p. 50)		
The Turkey (p. 86)		
Why Shouldn't My Goose (p. 189)		
Music Round the Clock	Krone, M. T. (Ed.)	Follett Publishing Co., 1963
Baby Chicks (p. 31)		
The Farmer in the Dell (p. 40, circle game)		
Music Round the Town	Krone, M. T. (Ed.)	Follett Publishing Co., 1963
Barnyard Song (p. 21)		
Gretel, Pastetel (p. 26)		
Song Flannel Board Packet		David C. Cook Publishing Co.
Farm (No. A 1524)		

POEMS, FINGERPLAYS, AND ACTION VERSES		SOURCE
Listen! And Help Tell the Story	Carlson, B. W. (Ed.)	Abingdon Press, 1965
This Little Cow (p. 23)		
Read-Together Poems	Brown, H. A., & Heltman, H. J. (Eds.)	Harper & Row Publishers, 1961
The Chickens (p. 61)		

POEMS, FINGERPLAYS, AND ACTION VERSES		SOURCE
Read-Together Poems (cont.)	Brown, H. A., & Heltman, H. J. (Eds.)	Harper & Row Publishers, 1961
The Duck (p. 64)		
Familiar Friends (p. 65)		
Good Morning (p. 67)		
Little Bo-Peep (p. 21)		
Little Boy Blue (p. 21)		
The New Baby Calf (p. 78)		
Rhymes for Fingers and Flannelboard	Scott, L. B., & Thompson, J. J. (Eds.)	Webster Publishing Co., 1960
Five Little Chickens (p. 29)		
Five Little Goslings (p. 28)		
The Goose Family (p. 28)		
Mr. Duck and Mr. Turkey (p. 33)		
Ten Fluffy Chickens (p. 30)		
This Little Chick (p. 29)		

CHARTS AND STUDY PRINTS	SOURCE
Concept Builders	Instructo Corp.
Animals (No. 1202)	

CHARTS AND STUDY PRINTS	SOURCE
Dairy Council Posters	National Dairy Council
Milk from Farm to Family (No. FA98)	
We All Like Milk (No. FB301)	
Food Models in Full Color (No. FB12)	National Dairy Council
Giant Everyday Pictures	Instructo Corp.
At the Farm (No. 1150)	
Hayes Posters	Hayes School Publishing Co., Inc.
Farm Animal Families (No. VA175)	
Language - Kit A	Ginn & Co.
Picture Cards and Stories:	
Little Duckling Tries His Voice (Unit 1)	
Skip and Waddle (Unit 14)	
The Three Little Pigs (Unit 2)	
Magazine pictures	
Peabody Language Development Kit Level #1 - Stimulus Cards	American Guidance Service, Inc.
Animal Cards	
Food Cards	
Occupation Cards	

CHARTS AND STUDY PRINTS	SOURCE
Teaching Pictures	David C. Cook Publishing Co.
Nursery Rhymes (No. A1555)	
A Trip to the Farm (No. A1535)	
Science Themes No. 1 (No. A891)	

FLANNELBOARD SETS	SOURCE
DARCEE Flannelboard Sets	(see Appendix)
The Three Little Pigs	
Chicken Little	
Instructo Flannel Board Aids	Instructo Corp.
Animals in Streams and Ponds (No. 281)	
Animals in the Field (No. 283)	
Animals in the Woods (No. 282)	
The Farm (No. 87)	
Farm Animals (No. 88)	
Holiday Cut-Outs (No. 25) (turkeys, chicks)	
Primary Cut-Outs (No. 10)	

FLANNELBOARD SETS	SOURCE
Instructo Flannel Board Aids (cont.)	Instructo Corp.
Three Billy Goats Gruff (No. 162)	
The Three Pigs (No. 152)	
Milton Bradley Flannel Board Materials	Milton Bradley Co.
Domestic Animals and Pets (No. 7828)	
Farm Animals (No. 7830)	

ACTIVITY KITS AND INSTRUCTIONAL GAMES	SOURCE
Ed-U-Cards Lotto Game	Ed-U-Cards Manufacturing Corp.
Farm Lotto (No. 104)	
Instructo Activity Kit	Instructo Corp.
Visiting the Farm (No. 1030)	
Pig in the Garden (No. 310)	Schaper

PUZZLES AND SEQUENCE BOARDS	SOURCE
Creative Playthings See-Inside Puzzles	Creative Playthings, Inc.
Dairy Barn (No. T272, 16 pcs.) (No. T472, 32 pcs.)	

PUZZLES AND SEQUENCE BOARDS	SOURCE
Judy Puzzles	
Barn (No. 67, 12 pcs.)	The Judy Co.
Cow (No. 20, 16 pcs.)	
Duck (No. 15, 8 pcs.)	
Farmer (No. 62, 10 pcs.)	
Goats Gruff (No. 48, 19 pcs.)	
Hi Diddle (No. J-8, 14 pcs.)	
Red Hen (No. J-11, 10 pcs.)	
Three Pigs (No. 47, 20 pcs.)	
Turkey (No. 70, 13 pcs.)	
Judy See-Quees	
Chicks (No. Q69, 6 frames)	The Judy Co.
Goats Gruff (No. Q1, 12 frames)	
Hi Diddle Diddle (No. Q41, 4 frames)	
Little Boy Blue (No. Q44, 4 frames)	
Mary's Little Lamb (No. Q45, 4 frames)	
Three Pigs (No. Q2, 12 frames)	
Story of Milk (No. Q7, 12 frames)	

PUZZLES AND SEQUENCE BOARDS	SOURCE
Playskool Puzzles	Playskool, Milton Bradley, Co.
Baby Lamb (No. 165-7, 8 pcs.)	
Chick (No. 330-28, 10 pcs.)	
Chickens (No. 175-9, 15 pcs.)	
Cows (No. 175-8, 13 pcs.)	
Duck (No. 275-30, 8 pcs.)	
Ducks (No. 175-2, 12 pcs.)	
Farm (No. 360-15, 15 pcs.)	
Goats (No. 175-11, 15 pcs.)	
Horse (No. 360-24, 15 pcs.)	
Horses (No. 175-12, 18 pcs.)	
Lambs (No. 175-7, 13 pcs.)	
Little Boy Blue (No. 185-1, 11 pcs.)	
Mary Had a Little Lamb (No. 185-24, 15 pcs.)	
The Milky Way (No. 155-25, 4 pcs.)	
Pigs (No. 175-1, 12 pcs.)	
Three Pigs (No. 360-22, 21 pcs.)	

PUZZLES AND SEQUENCE BOARDS	SOURCE
Sifo Puzzles	Sifo Co.
Barn (No. 3A2, 19 pcs.)	
Our Farmyard (No. 5H5, 5 pcs.)	

CONSTRUCTION MATERIALS	SOURCE
Kindergarten Blocks (Nos. 610, 615, 620)	Playskool, Milton Bradley, Co.
Kinder School Blocks	Sifo Co.

MODELS AND DRAMATIC ACTIVITY MATERIALS	SOURCE
Lock-Up Barn (No. 452)	Playskool, Milton Bradley Co.
Model Dairy Farm (No. G107)	National Dairy Council
Rubber Farm Animals (No. B988) (No. Q747)	Creative Playthings, Inc.
Story Sets	The Judy Co.
Chicken Little (No. ST-9)	
Goats Gruff (No. ST-10)	
Three Pigs (No. ST-8)	

DEMONSTRATION MATERIALS AND EQUIPMENT		SOURCE
Activities		
A-6	Flannelboard	
Ba-1	Models of hogs	
Ba-2	Hairbrush	
Ba-4	Flannelboard	
Bb-1	Models of horses	
Bb-2	Models of horses, flannelboard	
Bc-1	Models of cows	
Bc-4	Large diagram of a cow	
Bd-1	Models of sheep	
Bd-2	Film projector	
Bd-4	Woolen articles	
Be-2	Film projector	
Be-3	Flannelboard	
Bf-1,2	Models of chickens, turkeys, ducks, and geese, flannelboard	
Bf-4	Flannelboard	
Bf-5	Down-filled pillow, feathers, electric frying pan, chicken for frying	
Bf-6	Film projector	

DEMONSTRATION MATERIALS AND EQUIPMENT		SOURCE
Activities		
Bf-8	Different kinds of eggs	
Bf-9	Tape recorder	
Bg-1	Flannelboard	
Bg-2	Flannelboard	
Bg-4	Flannelboard	
Bg-7	Flannelboard	
C-2	Flannelboard	
C-3	Flannelboard	
C-5	Film projector	
C-6	Samples of foods which farm animals eat, models of farm animals	
C-9	Blindfold	
C-10	Blindfold, pins, flannelboard	
E-1	Blindfold, meat for tasting party	
E-3	Cheeses for tasting party	
E-4	Hog bristle brushes, wool sweater, leather articles, pillows stuffed with down	
E-5	Wool yarn	

DEMONSTRATION MATERIALS AND EQUIPMENT		SOURCE
Activities		
F-1	Examples of living and non-living things	
G-4	Paper clips, magnet, play fishing rod, basket	
G-5	Small can, strips of paper containing questions about farm animals	

TEACHER-MADE MATERIALS		SOURCE
Activities		
A-3	Farm animal bulletin board or wall display	(see Appendix)
A-4	Silhouettes of animals for crayon rubs	(see Appendix)
A-6	Farmer-in-the-Dell flannel figures	(see Appendix)
Ba-2	Chart of the hog and its products	
Ba-4	The Three Little Pigs Flannel Set	(see Appendix)
Ba-6	Bulletin board or wall display	
Bb-2	Felt cut-outs of man and horse	(see Appendix)
Bd-5	Sheep outlines	(see Appendix)
Bf-1,2	The Chicken Little Flannel Set	(see Appendix)
Bf-4	Felt cut-outs of chicks	(see Appendix)

TEACHER-MADE MATERIALS		SOURCE
Activities		
Bg-1	Farm animal felt cut-outs	(see Appendix)
Bg-2	Farm animal felt cut-outs	(see Appendix)
Bg-4	Farm animal felt cut-outs	(see Appendix)
Bg-7	Farm animal felt cut-outs	(see Appendix)
C-2	Farm animal felt cut-outs	(see Appendix)
C-3	Felt cut-outs of ducks	(see Appendix)
C-4	Cards for word matching	
C-7	Bulletin board or wall display	
C-8	Bulletin board or wall display	
C-10	Large picture of a barn, barnyard and pasture; small cut-out pictures of the different farm animals that graze	

PUBLISHERS

Abelard-Schuman, Ltd.
62 West 45th Street
New York, New York 10003

Abingdon Press
201 8th Avenue South
Nashville, Tennessee 37203

American Book Company
450 West 33rd Street
New York, New York 10001

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

Atheneum Publishers
122 E. 42nd Street
New York, New York 10017

Beginner Books, Inc.
Educational Department
Random House School &
Library Service, Inc.
(See: Random House, Inc.)

Benefic Press
1900 Narragansett
Chicago, Illinois 60639

Big Golden
(See: Western Publishing Co.)

Chandler Publishing Company
124 Spear Street
San Francisco, California 94105

Childrens Press, Inc.
1224 West Van Buren Street
Chicago, Illinois 60607

Coward-McCann, Inc.
200 Madison Avenue
New York, New York 10016

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201 Park Avenue South
New York, New York 10003

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62 S. 45th Street
New York, New York 10036

Doubleday and Company, Inc.
511 Franklin Avenue
Garden City, New York 11530

E. P. Dutton & Company, Inc.
201 Park Avenue South
New York, New York 10003

Educational Reading Service
East 64 Midland Avenue
Paramus, New Jersey 07652

Encyclopedia Britannica, Inc.
425 North Michigan Avenue
Chicago, Illinois 60611

Field Enterprises
Educational Corporation
510 Merchandise Mart Plaza
Chicago, Illinois 60654

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201 North Wells Street
Chicago, Illinois 60606

Ginn & Company
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Boston, Massachusetts 02117

Golden Press, Inc.
(See: Western Publishing Co., Inc.)

Golden Records
250 West 57th Street
New York, New York 10019

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New York, New York 10010

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1210 South Hastings Way
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New York, New York 10016

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10 East 40th Street
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(See: Random House)

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New York, New York 10022

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William Morrow & Company
105 Madison Avenue
New York, New York 10017

Parents' Magazine Press
52 Vanderbilt Avenue
New York, New York 10017

Platt & Munk
Division of Child
Guidance Products, Inc.
1055 Bronx River Avenue
Bronx, New York 10472

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200 Madison Avenue
New York, New York 10016

Rand McNally & Company
Box 7600
Chicago, Illinois 60680

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New York, New York 10022

Scholastic Book Services
50 West 44th Street
New York, New York 10036

Scott, Foresman and Company
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Glenview, Illinois 60025

William R. Scott, Inc.
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New York, New York 10014

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259 East Erie Street
Chicago, Illinois

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597 Fifth Avenue
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Silver Burdett Publishing Company
250 James Street
Morristown, New Jersey 07960

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630 Fifth Avenue
New York, New York 10020

Summy-Birchard Company
1834 Ridge Avenue
Evanston, Illinois 60204

Taylor Publishing Company
Box 597
Dallas, Texas 75221

The Viking Press
625 Madison Avenue
New York, New York 10022

PUBLISHERS

Henry Z. Walck, Inc.
17-19 Union Square
New York, New York 10003

Franklin Watts, Inc.
575 Lexington Avenue
New York, New York 10022

Webster Division of McGraw-Hill
(Formerly Webster Publishing Co.)
Manchester Road
Manchester, Missouri 63011

Western Publishing Company, Inc.
850 Third Avenue
New York, New York 10022

Albert Whitman & Company
560 West Lake Street
Chicago, Illinois 60606

Whittesey House
(See: McGraw-Hill)

Wonder Books, Inc.
(See: Grosset & Dunlap, Inc.)

Young Scott Books
(See: William R. Scott, Inc.)

RECORDS AND FILMS

Bowmar Records
10515 Burbank Boulevard
North Hollywood, Calif. 91601

Capital Publishers Co., Inc.
Box 235
Washington, D. C. 20015

Concept Records
P. O. Box 524F
North Bellmore, Long Island
New York 11710

Cornell University Records
124 Roberts Place
Ithaca, New York 14850

Coronet Films
Coronet Building
Chicago, Illinois 60601

MANUFACTURING COMPANIES FOR INSTRUCTIONAL MATERIALS

Milton Bradley Company
Springfield, Mass. 01101

The Continental Press, Inc.
Elizabethtown, Pa. 17022

David C. Cook Publishing Co.
850 North Grove Avenue
Elgin, Illinois 60120

Creative Playthings
Princeton, New Jersey 08540

T. S. Dennison & Company, Inc.
5100 West 82nd Street
Minneapolis, Minnesota

Educational Teaching Aids Division
159 West Kinzie Street
Chicago, Illinois 60610

General Learning Corporation
3 East 54th Street
New York, New York 10022

Grade Teacher
23 Leroy Avenue
Darien, Connecticut 06820

The Judy Company
310 North Second Street
Minneapolis, Minnesota 55401

Instructo Corporation
Paoli, Pennsylvania 19301

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

Playskool (Research)
3720 North Redzie Avenue
Chicago, Illinois

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Teaching Resources, Inc.
100 Boylston Street
Boston, Massachusetts 02116

VI. Appendix

The drawings on the following pages are suggested aids in developing the concepts, understandings, and skills related to this unit. They may be used in a variety of ways.

The Farm Animal Scene

The first scene is the farm animal scene which could be helpful in making your bulletin board or wall display. Just as the concepts, activities, and skills are sequenced from the concrete to the abstract, so can the bulletin board be sequenced. When you begin your unit, put up the simplest possible wall display: sky, grass, trees, farm house, hills, barn, farmer. As you progress through the unit, add new things to your display until the scene is complete.

This bulletin board can be adapted to your locale and used in many ways throughout the unit. Some of these are:

a) for helping your group recall the animals they have studied,

b) for shape and color recognition and identification,

c) for reviewing and developing position concepts,

d) for What's Missing games,

e) for description and guessing games,

f) for size comparisons

g) for developing Motor Response Skills if you involve the children in making parts of the wall display.

The Patterns (of items in the wall display and of the DARCEE Flannelboard Sets--Chicken Little and The Three Little Pigs)

These patterns can be used in the following ways:

a) for making your wall display--they can be traced or copied onto construction paper,

b) for whole-part-whole pasting activities,

c) for tracing or copying onto stencils and making dittoes for coloring,

d) for tracing onto felt which can be cut out and used on the flannelboard,

e) for tracing onto cardboard which can be cut out and used to make follow-the-dot drawings and which can be traced around onto construction paper. These cardboard silhouettes can also be used in making crayon rubs.

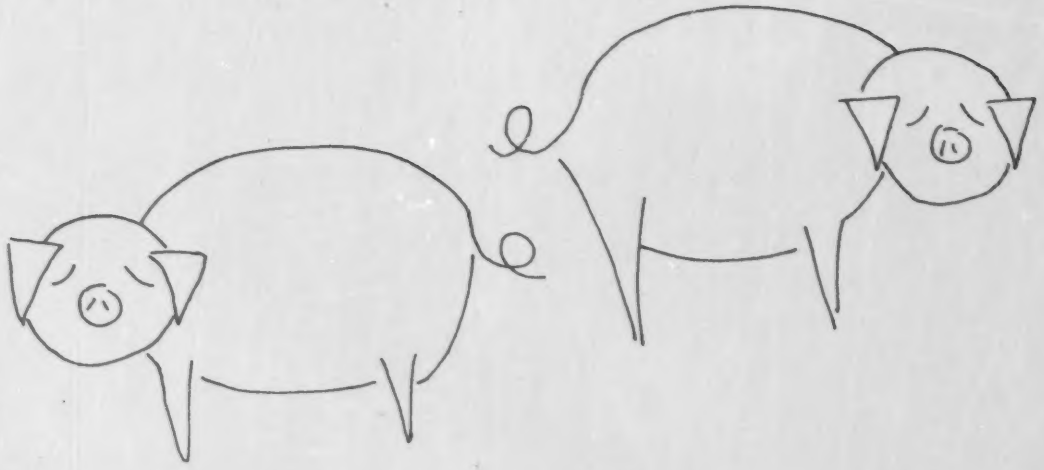
The Farmer-in-the-Dell Patterns

These drawings can be used to make felt-cut-outs for the flannelboard. Use them when you sing the song and for sequencing.

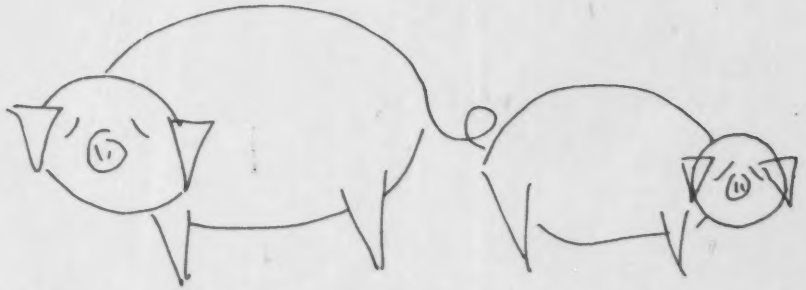
Helpful Hints in Making Your Bulletin Board

1. Use simple shapes.
2. Keep the scene fairly simple and uncrowded.
3. Cut or tear green paper to represent grass. Use different shades of green for trees.
4. The following techniques can be used to give perspective.

   a) Put one item diagonally above the other.

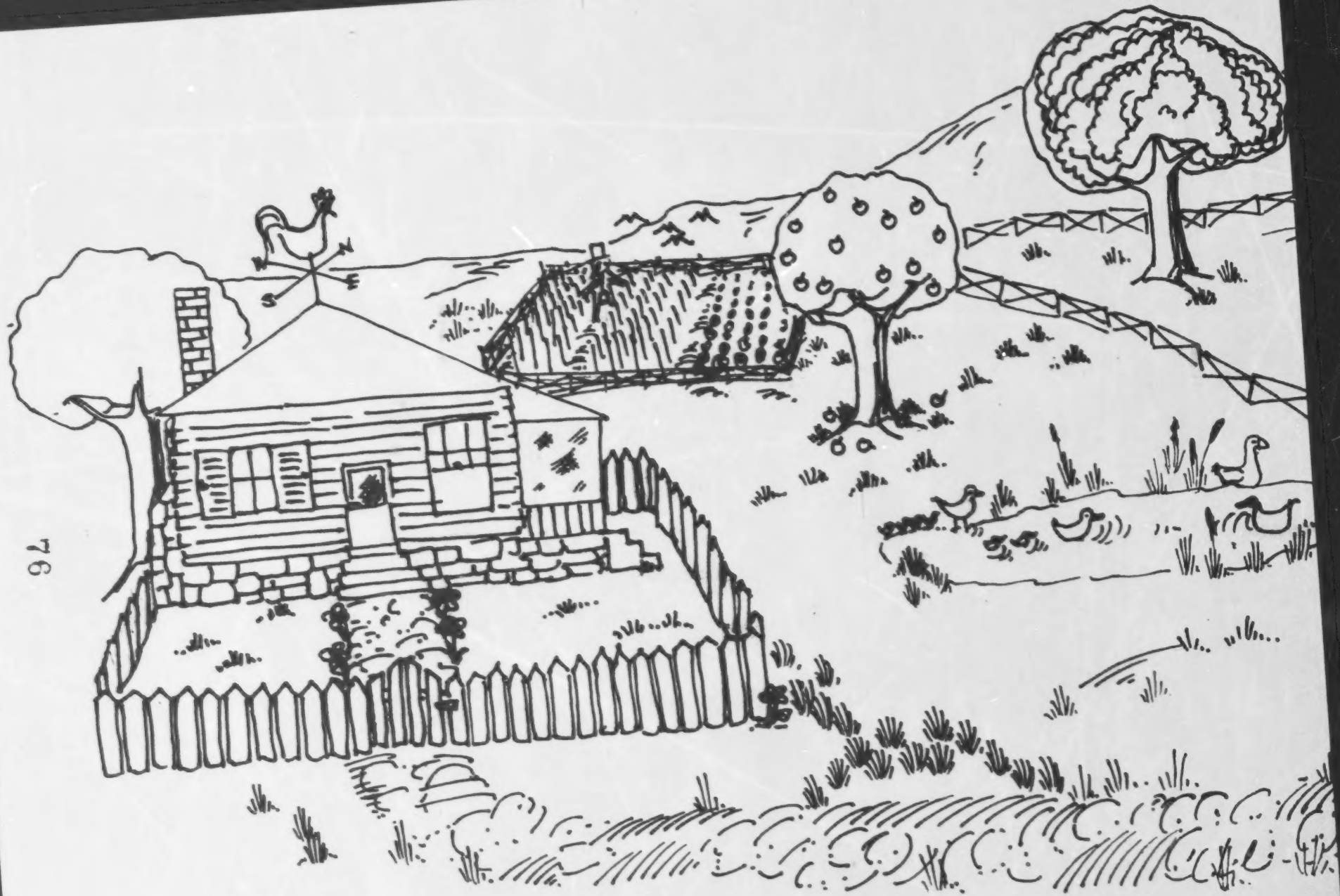


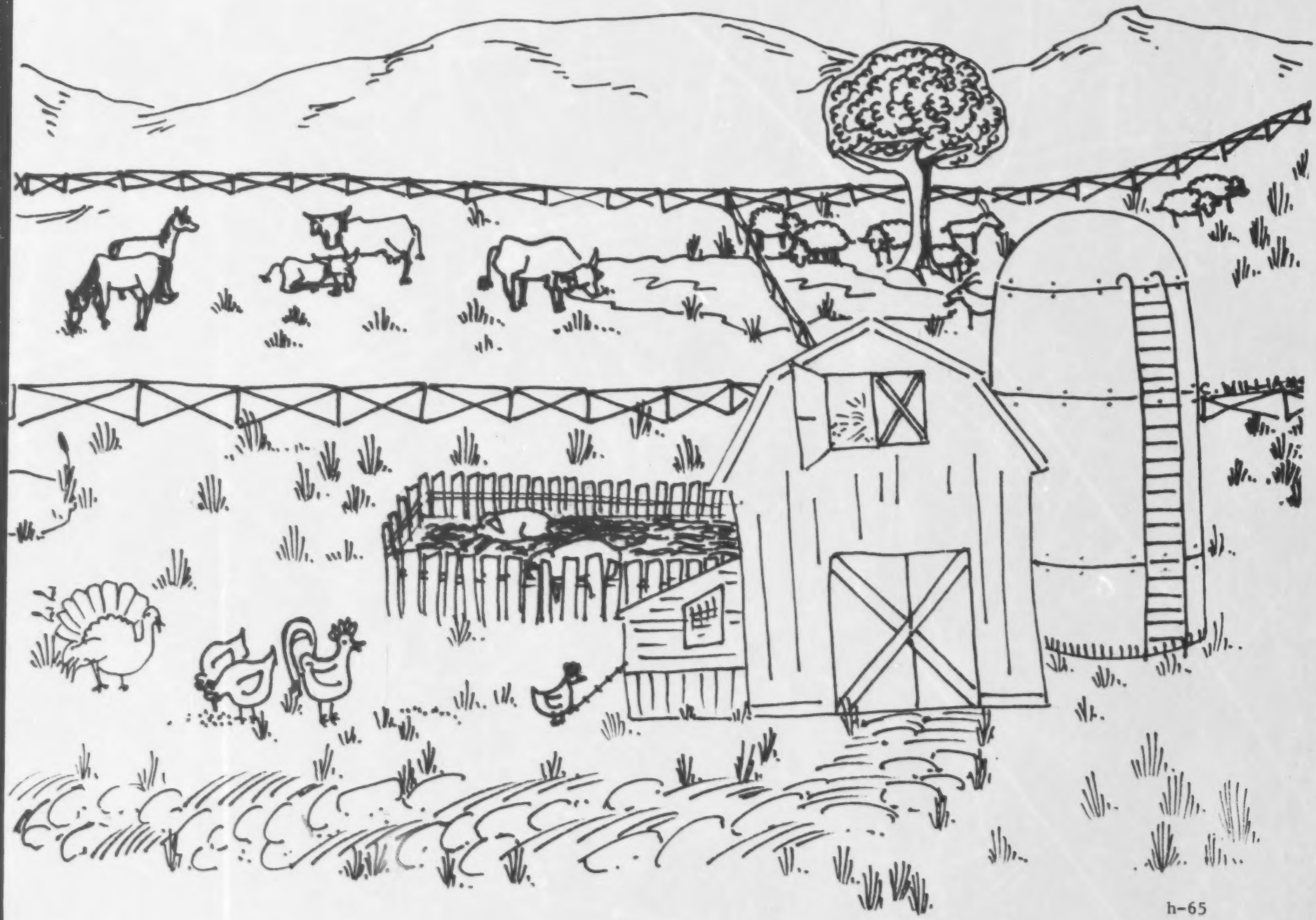
b) Make one item smaller than and next to the other.



c) Overlap, using two shades with the darker one in the back and the lighter one in front.

FARM SCENE

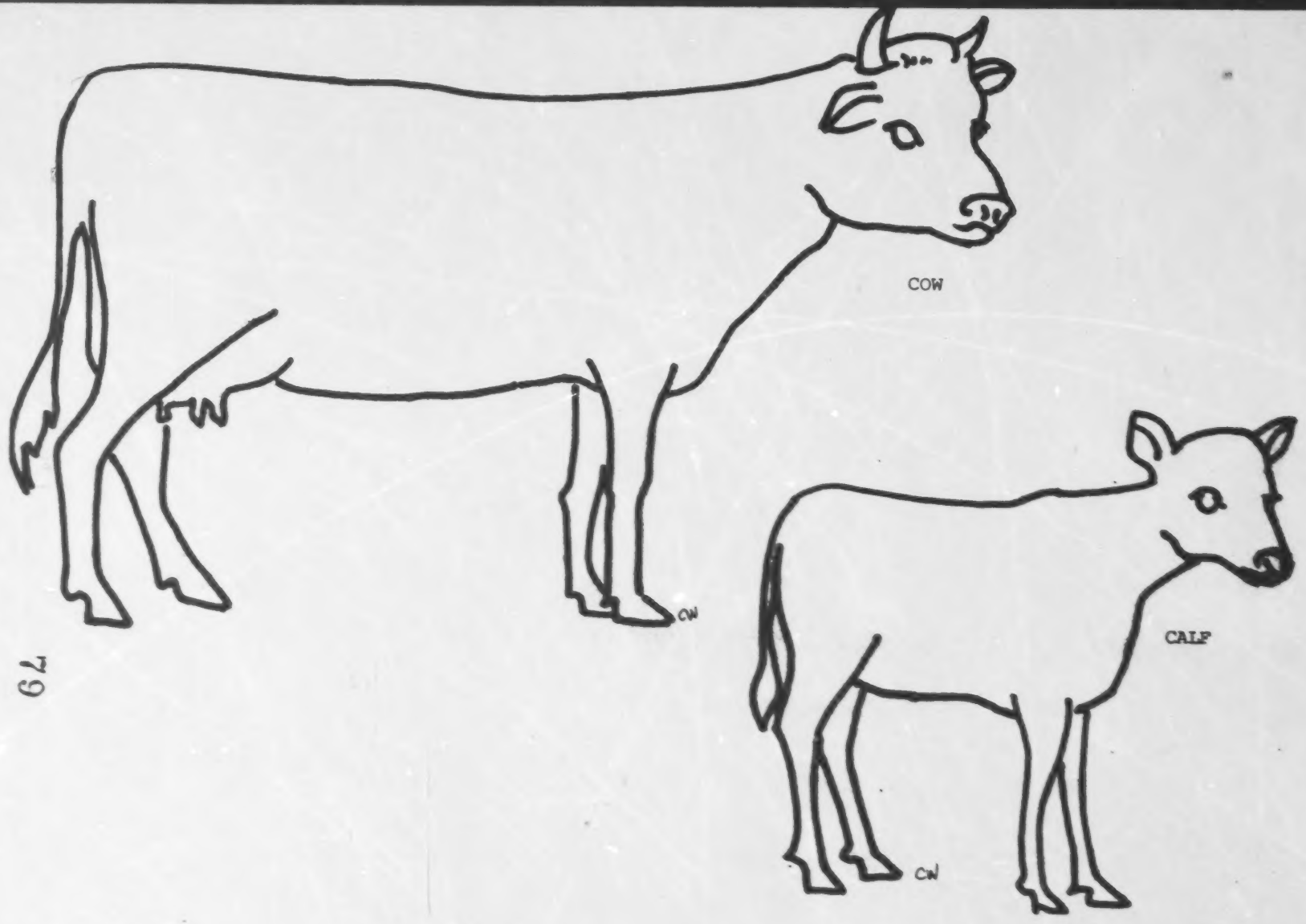

N
E
S



h-66

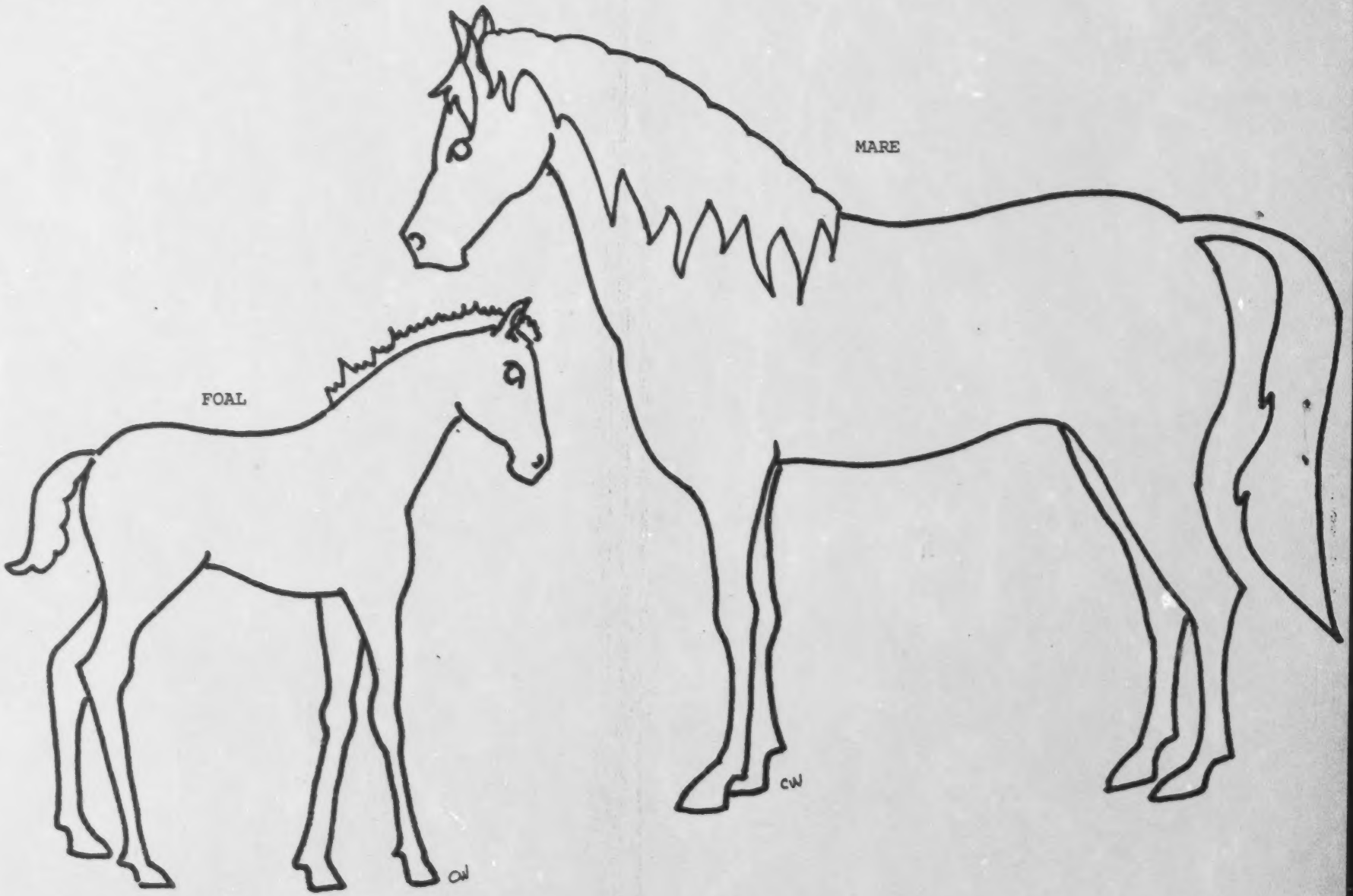
SOW

PIG

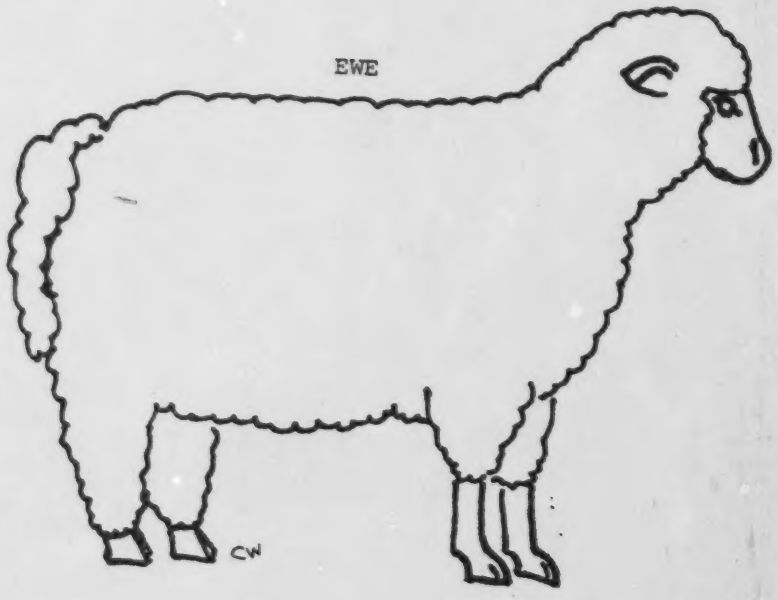


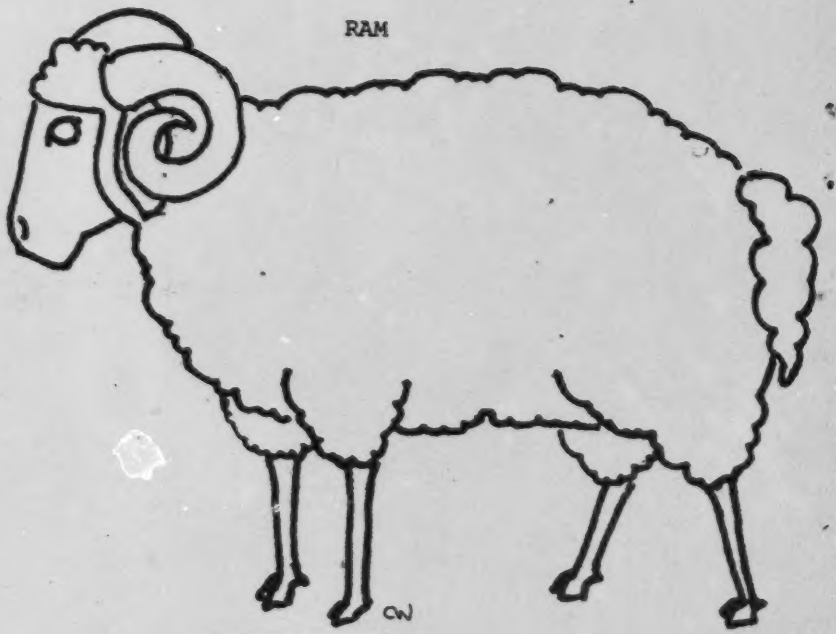
79

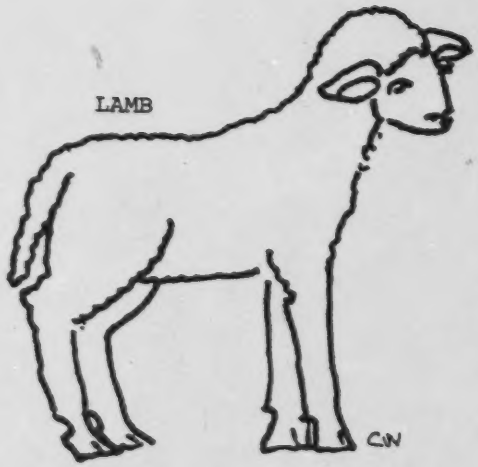
h-68

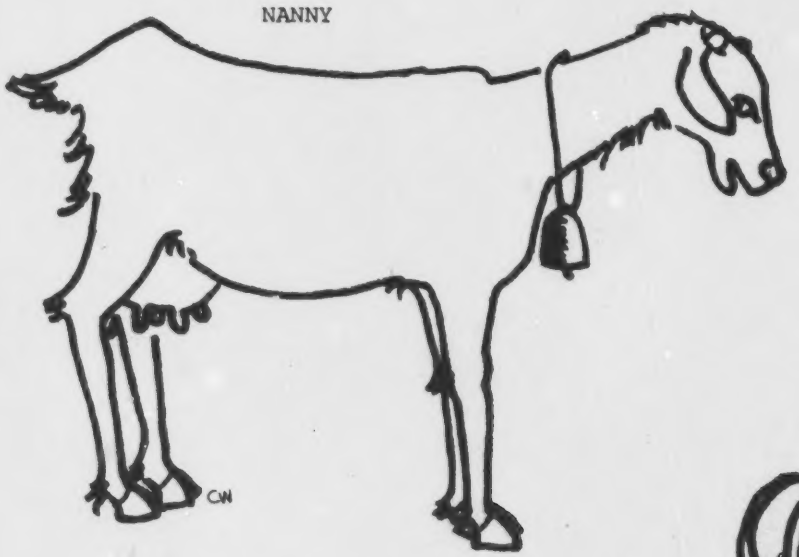


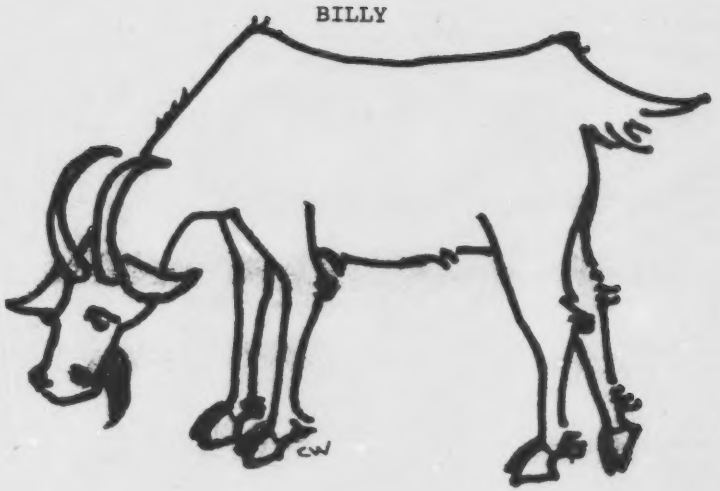
h-69

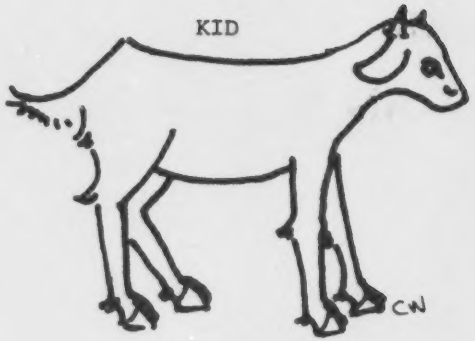

EWE
CW


RAM
CW

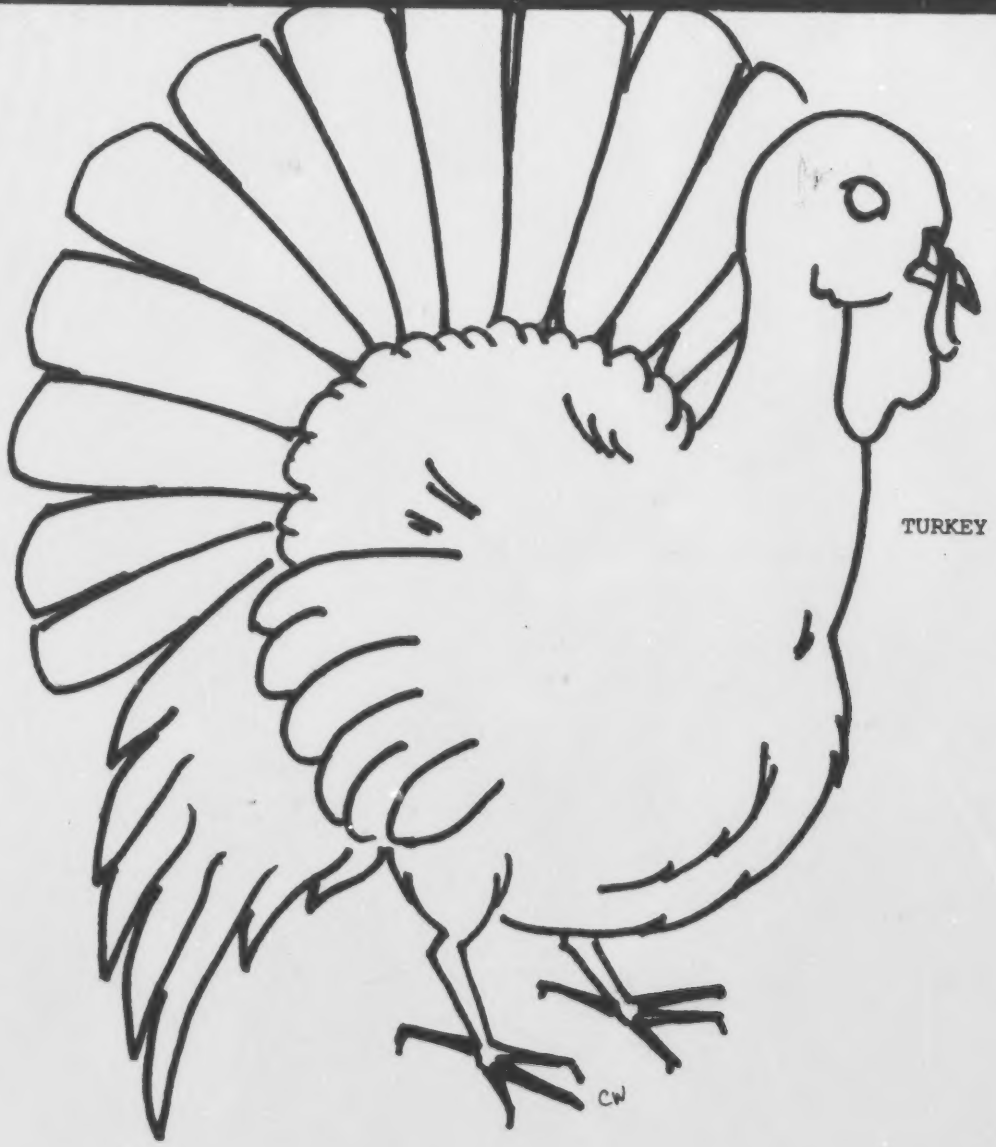

LAMB
CW


NANNY
CW

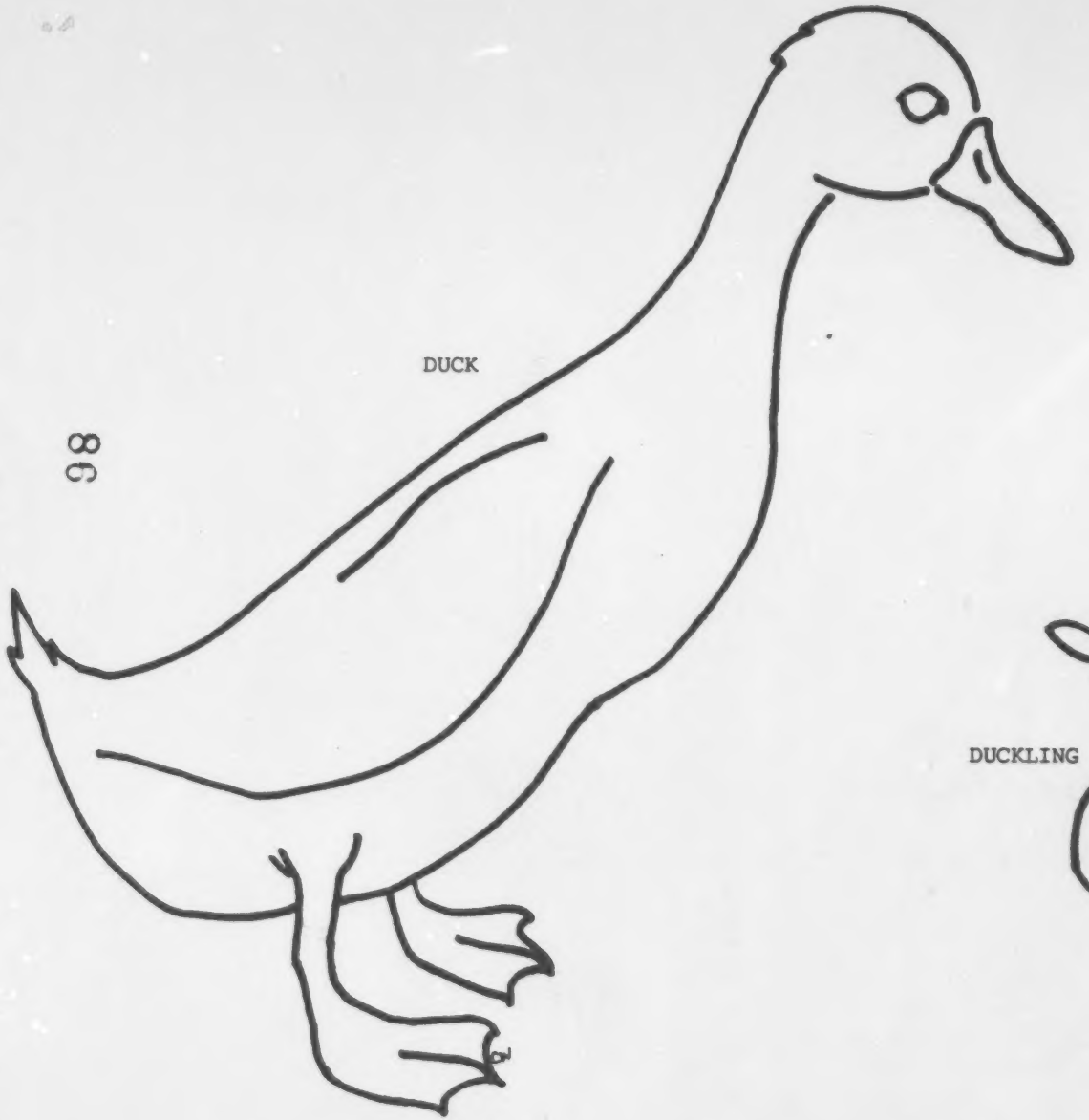

BILLY
CW


KID
CW

h-72



TURKEY



98

GOOSE
CW

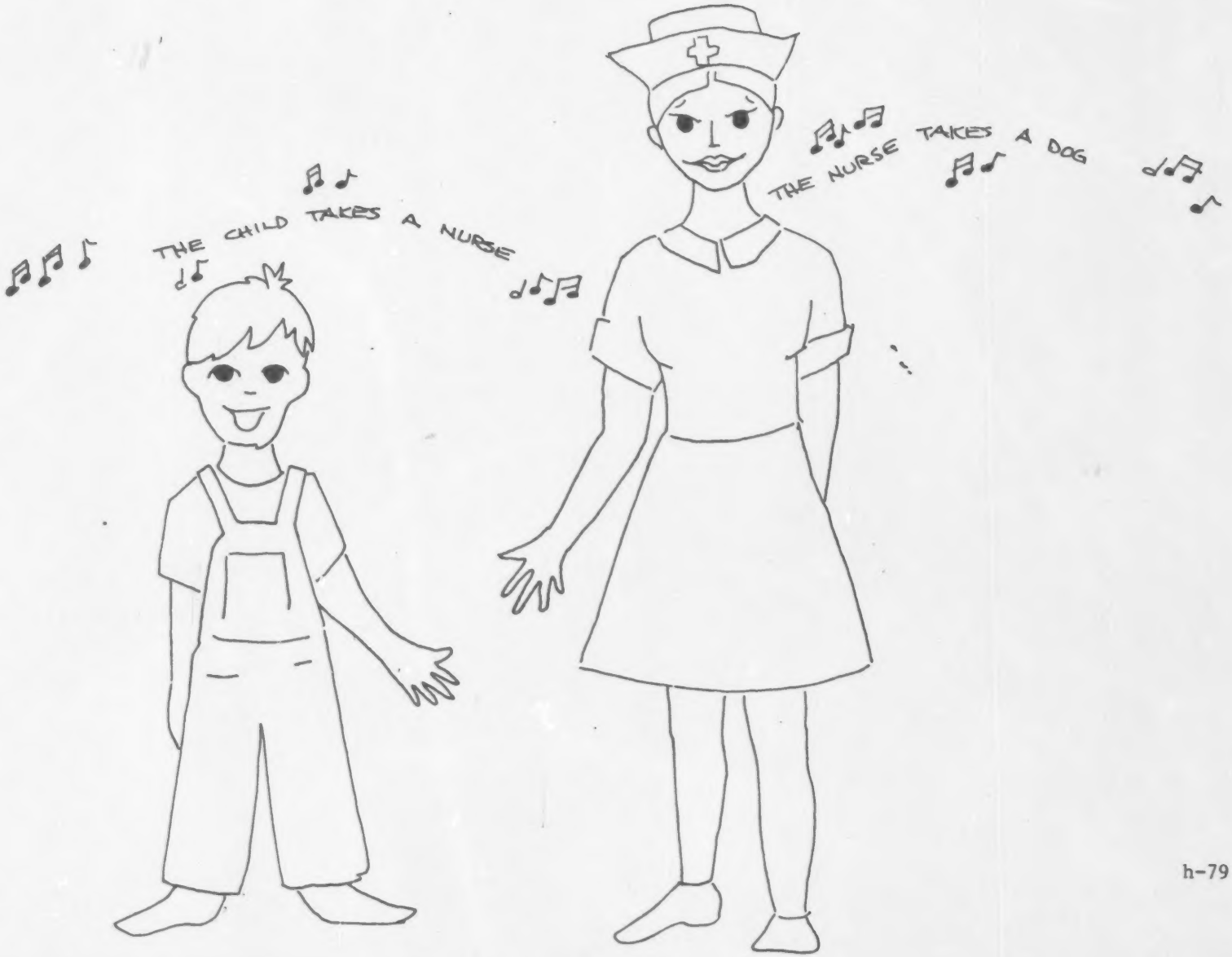
GOSLING
CW

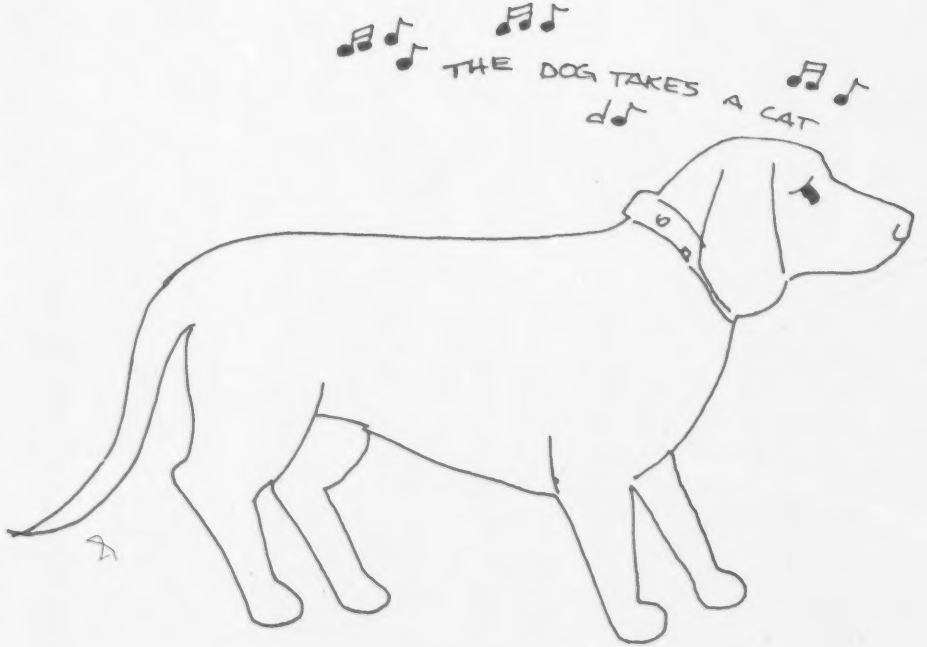
h-77

06

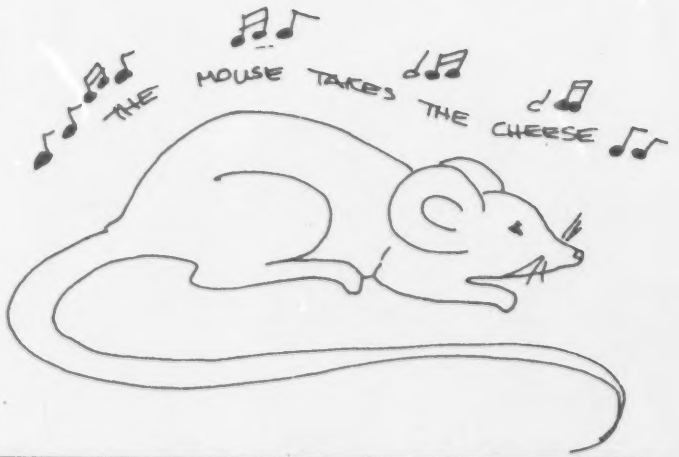
Farmer-in-the Dell
Flannel Set

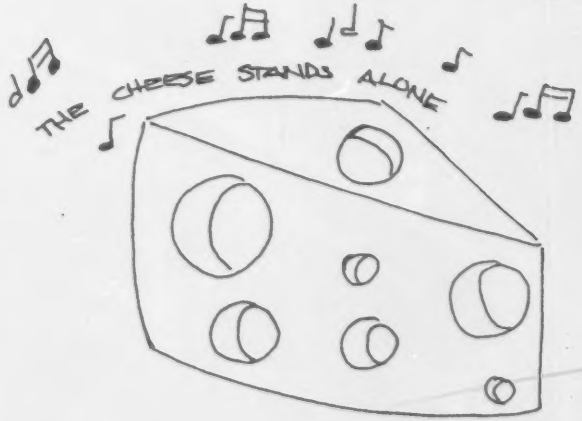
Activity A-6


THE CHILD TAKES A NURSE
THE NURSE TAKES A DOG


THE DOG TAKES A CAT

THE CAT TAKES A MOUSE

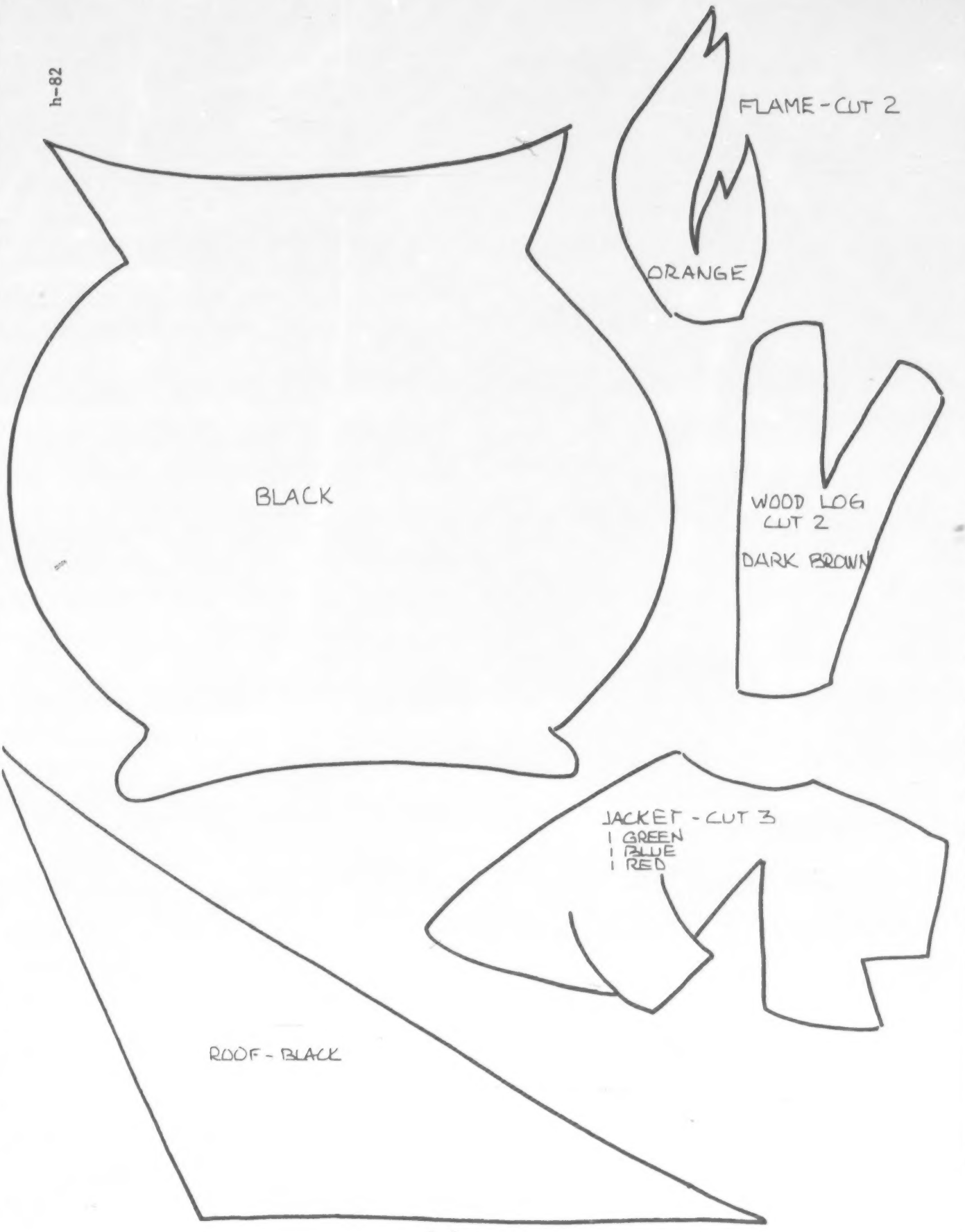

THE MOUSE TAKES THE CHEESE


THE CHEESE STANDS ALONE

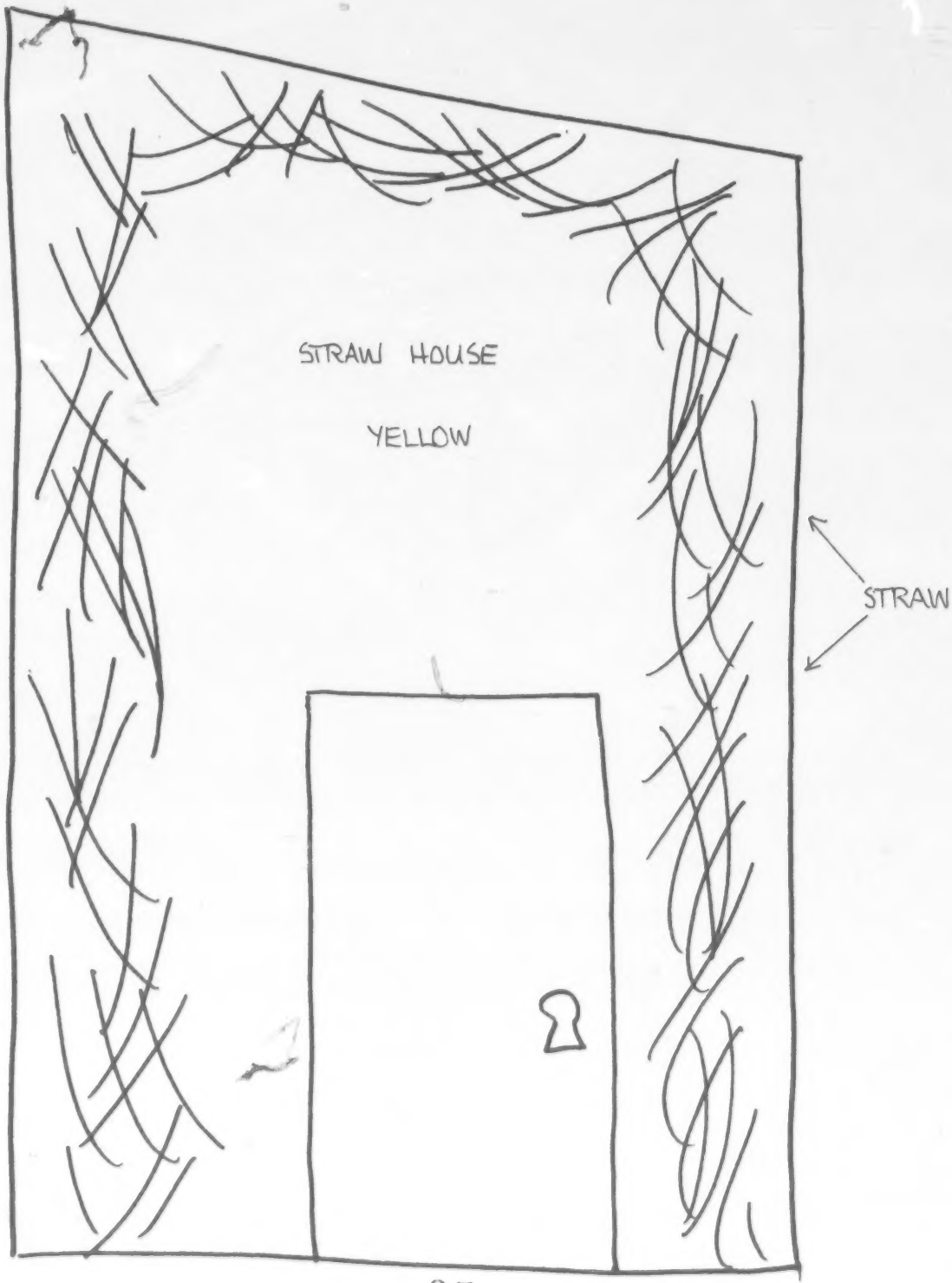
The Three Little Pigs
Flannel Story

Activity Ba-4

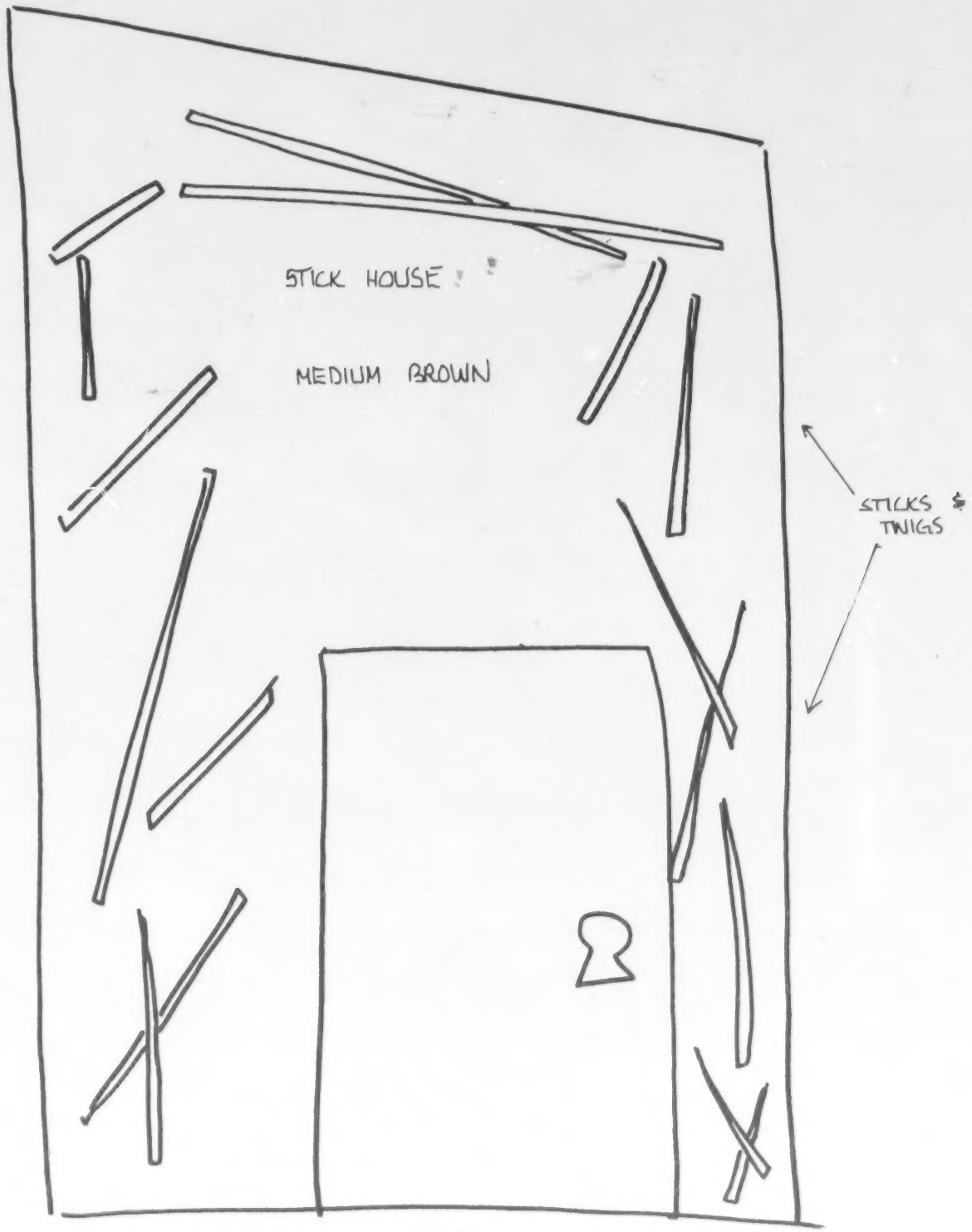
h-82


FLAME - CUT 2
ORANGE
BLACK
WOOD LOG
CUT 2
DARK BROWN
JACKET - CUT 3
1 GREEN
1 BLUE
1 RED
ROOF - BLACK

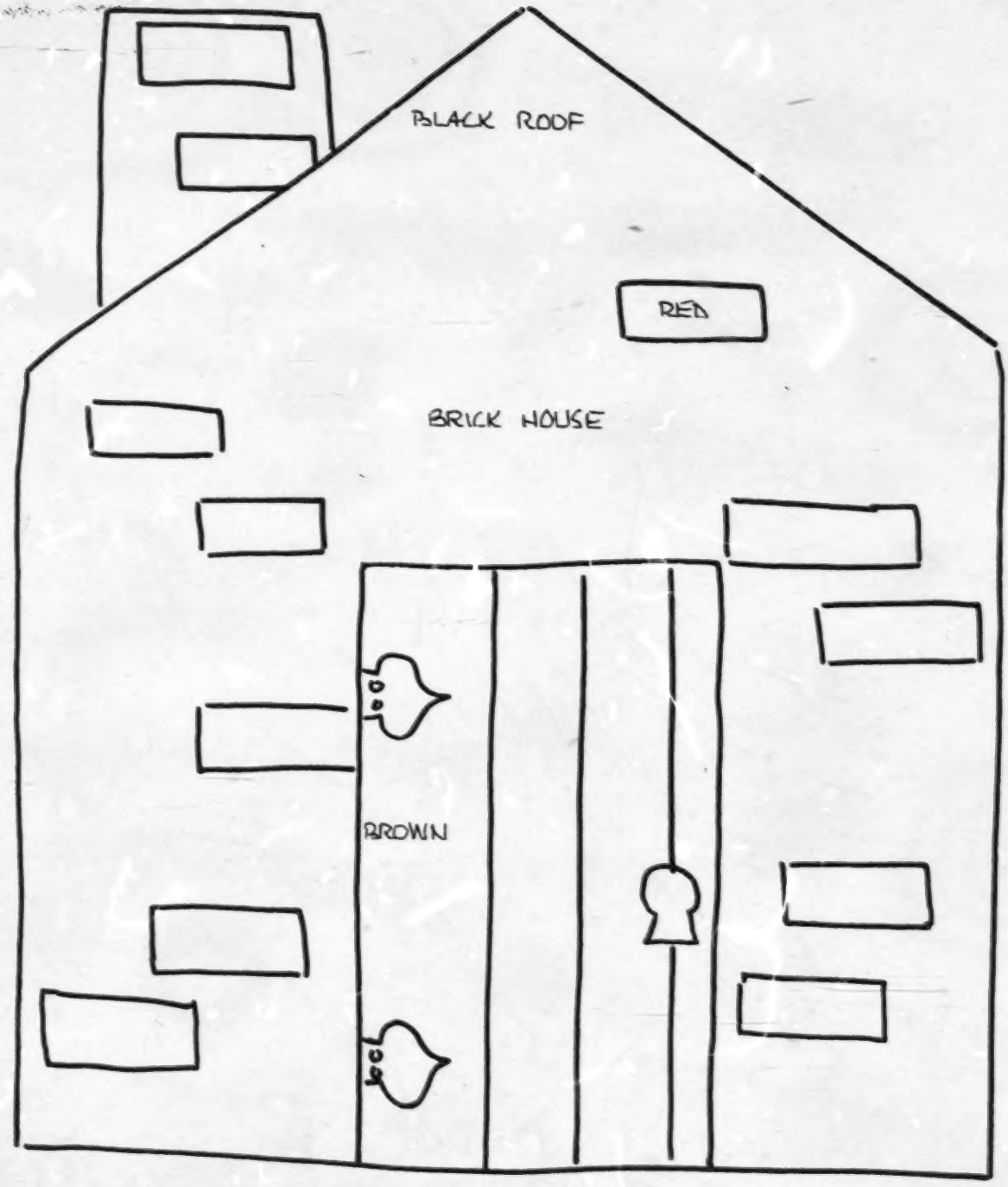
h-83



h-84



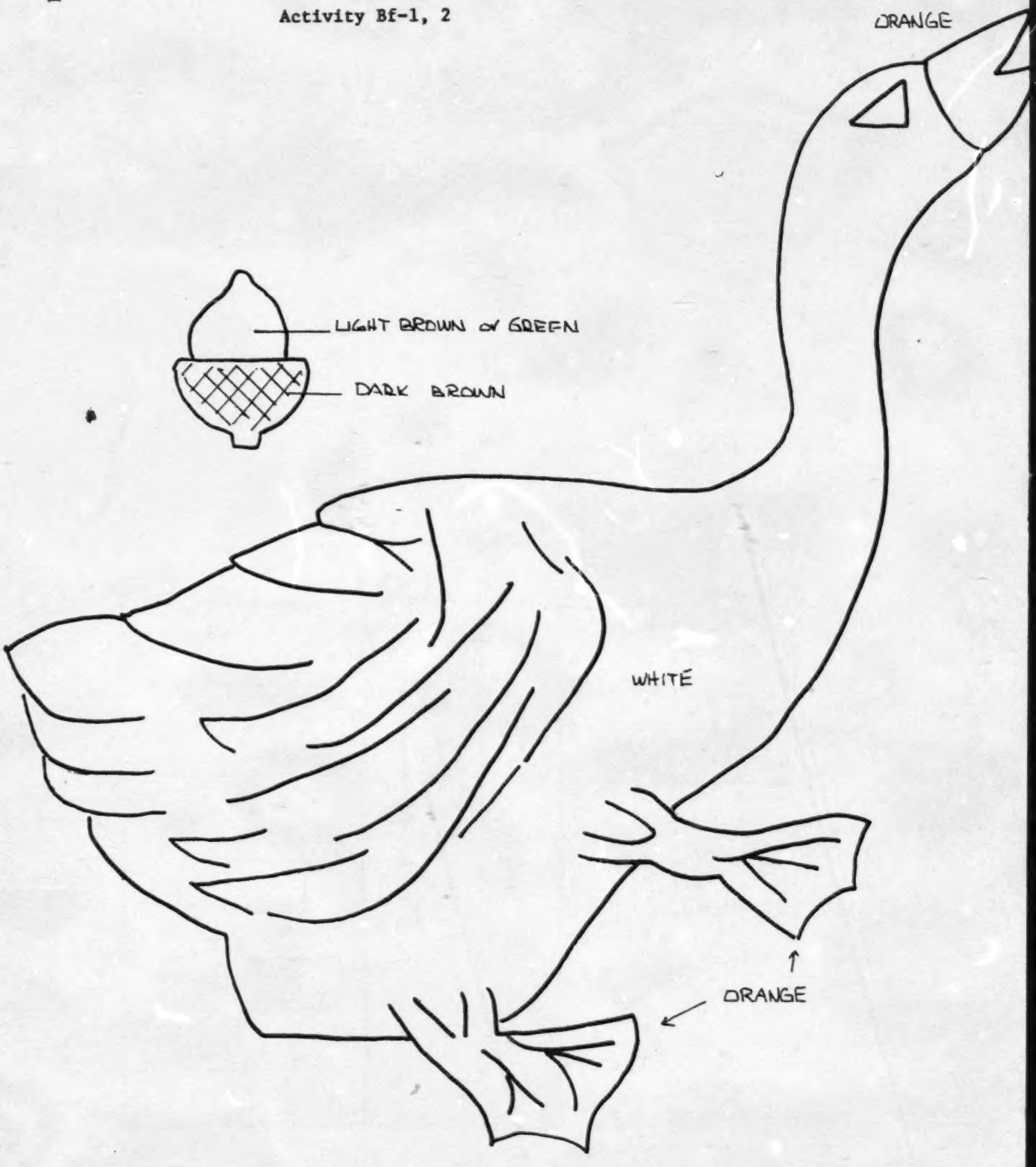
h-85

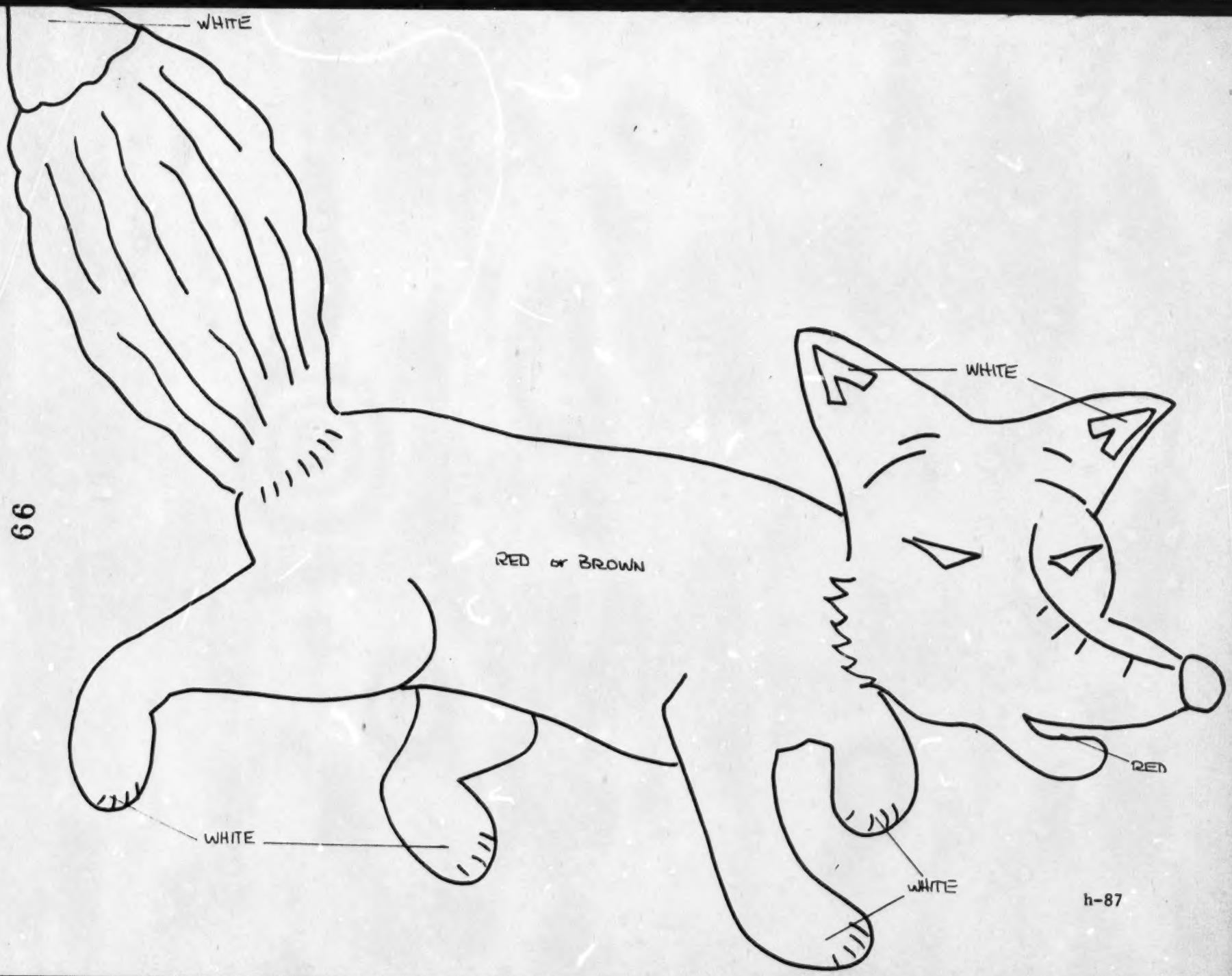


h-86

Chicken Little Flannel Story

Activity Bf-1, 2

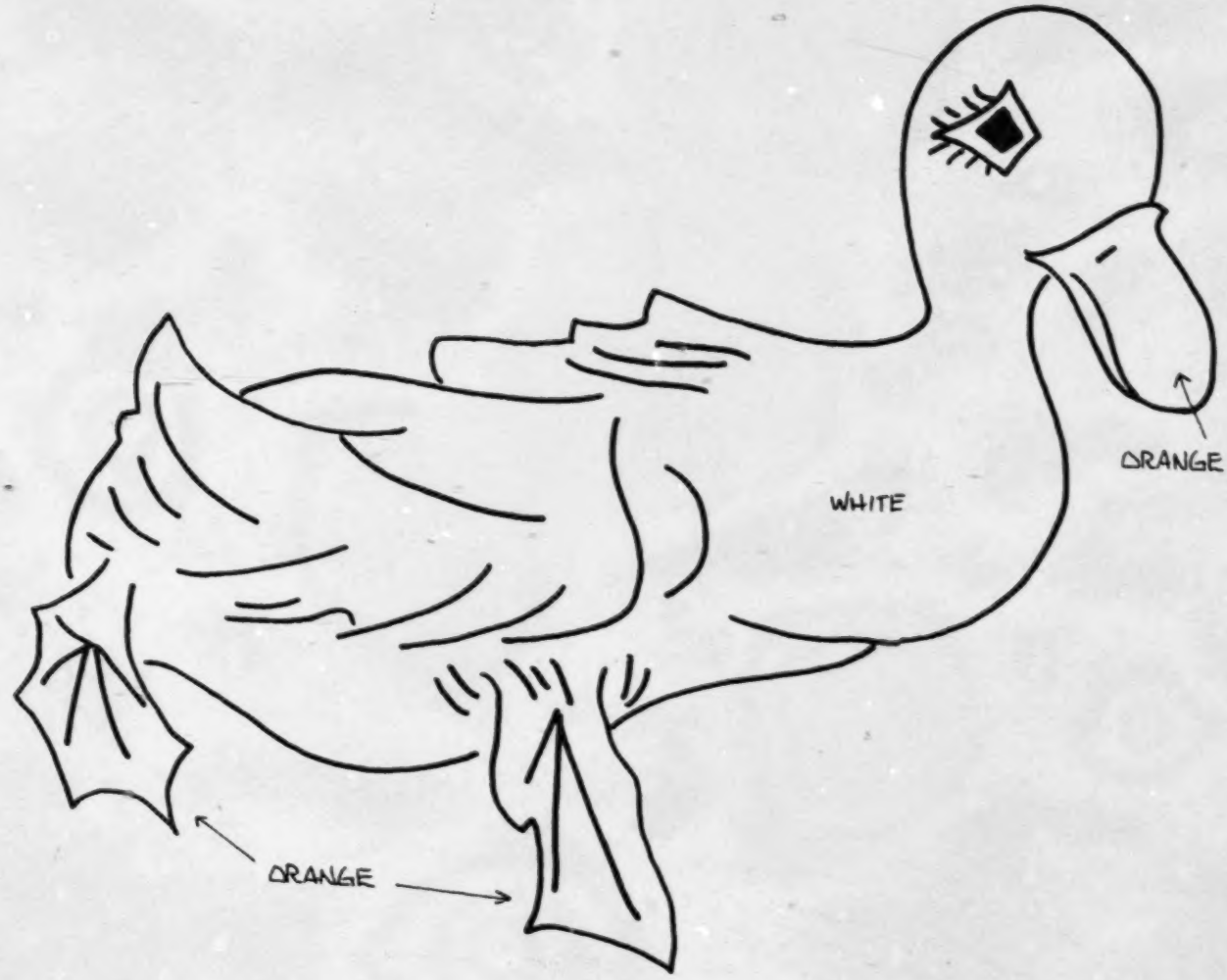


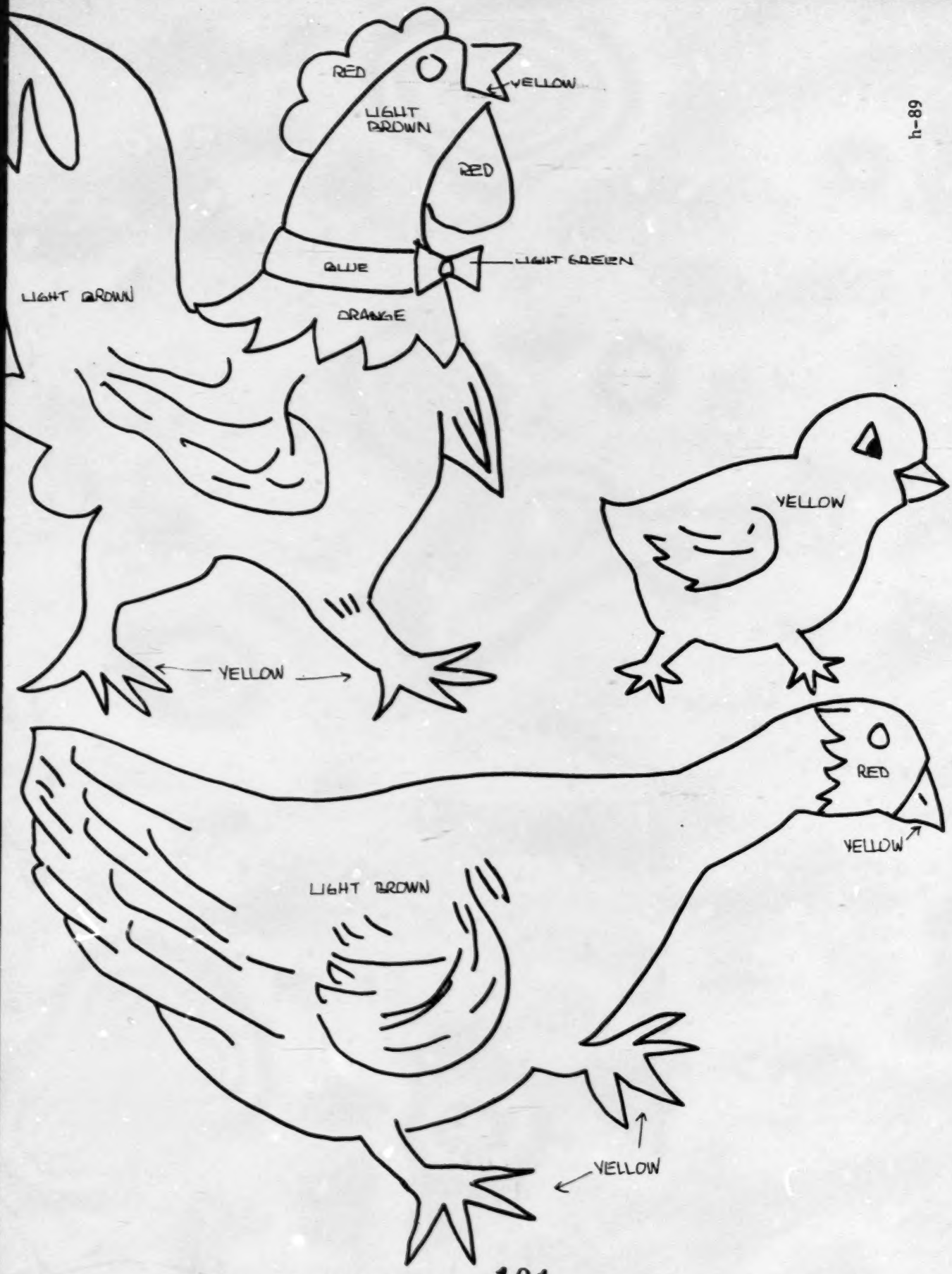


66

h-87

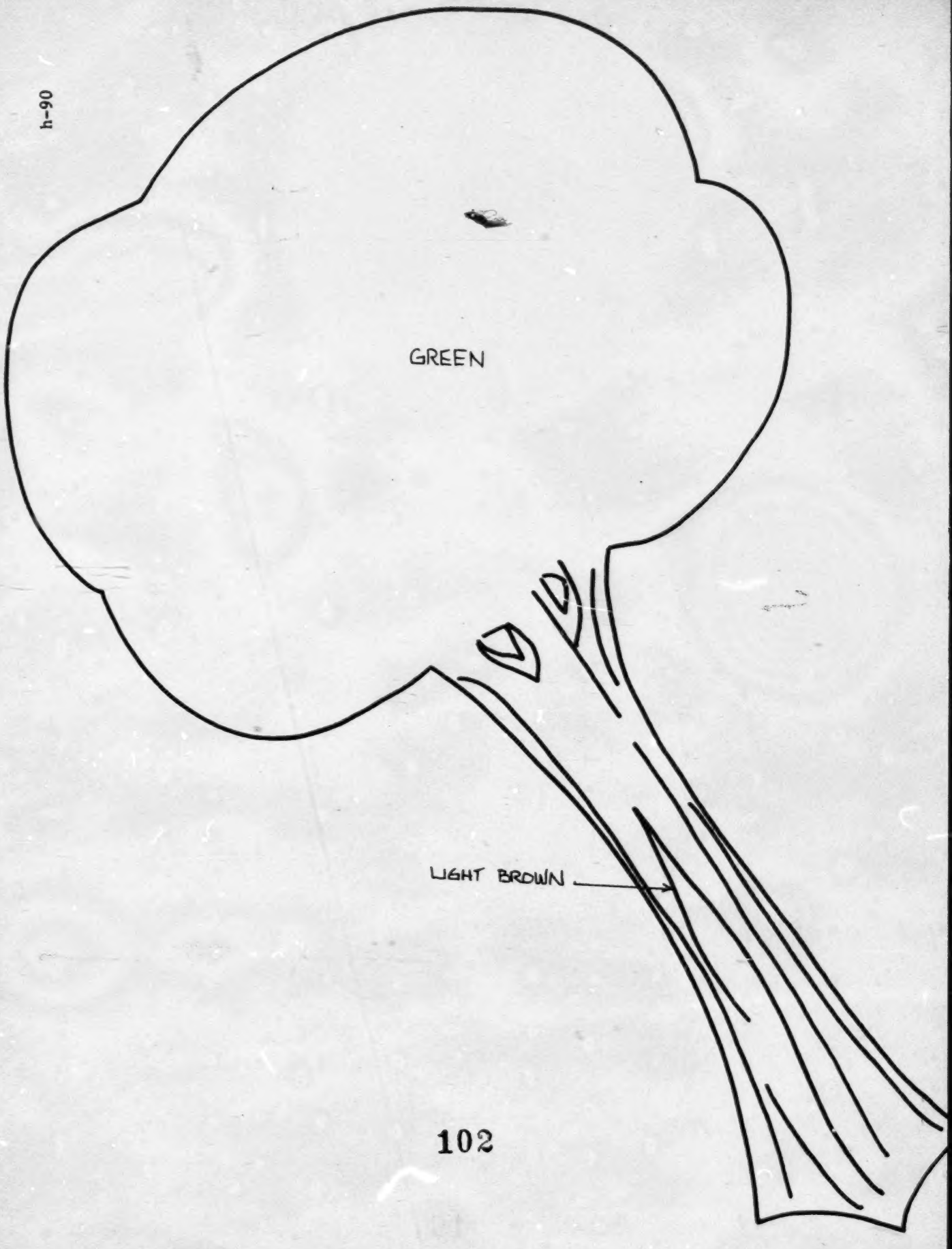
h-88

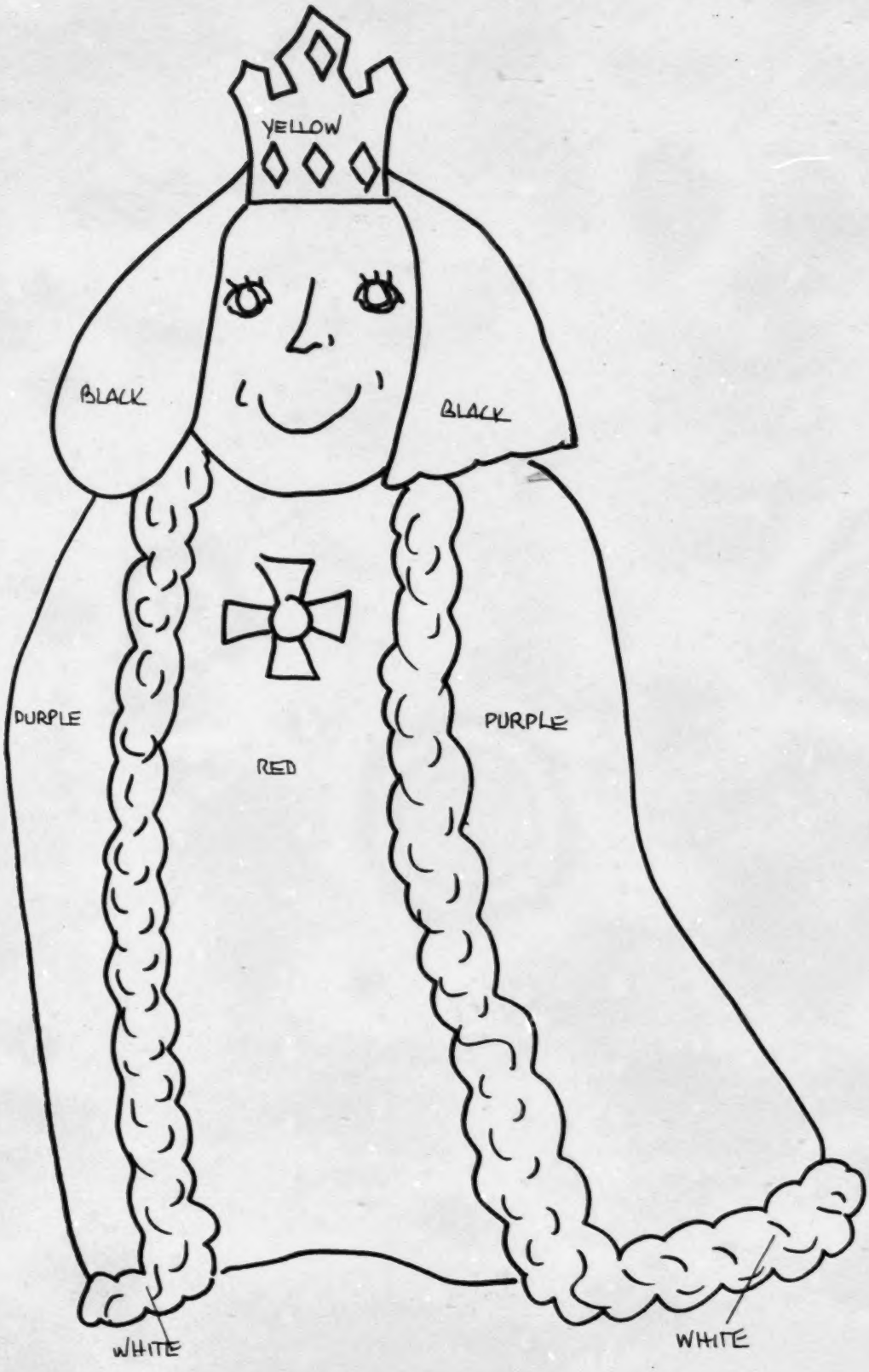



RED
YELLOW
LIGHT BROWN
RED
BLUE
LIGHT GREEN
LIGHT BROWN
ORANGE
YELLOW
YELLOW
RED
YELLOW
LIGHT BROWN
YELLOW

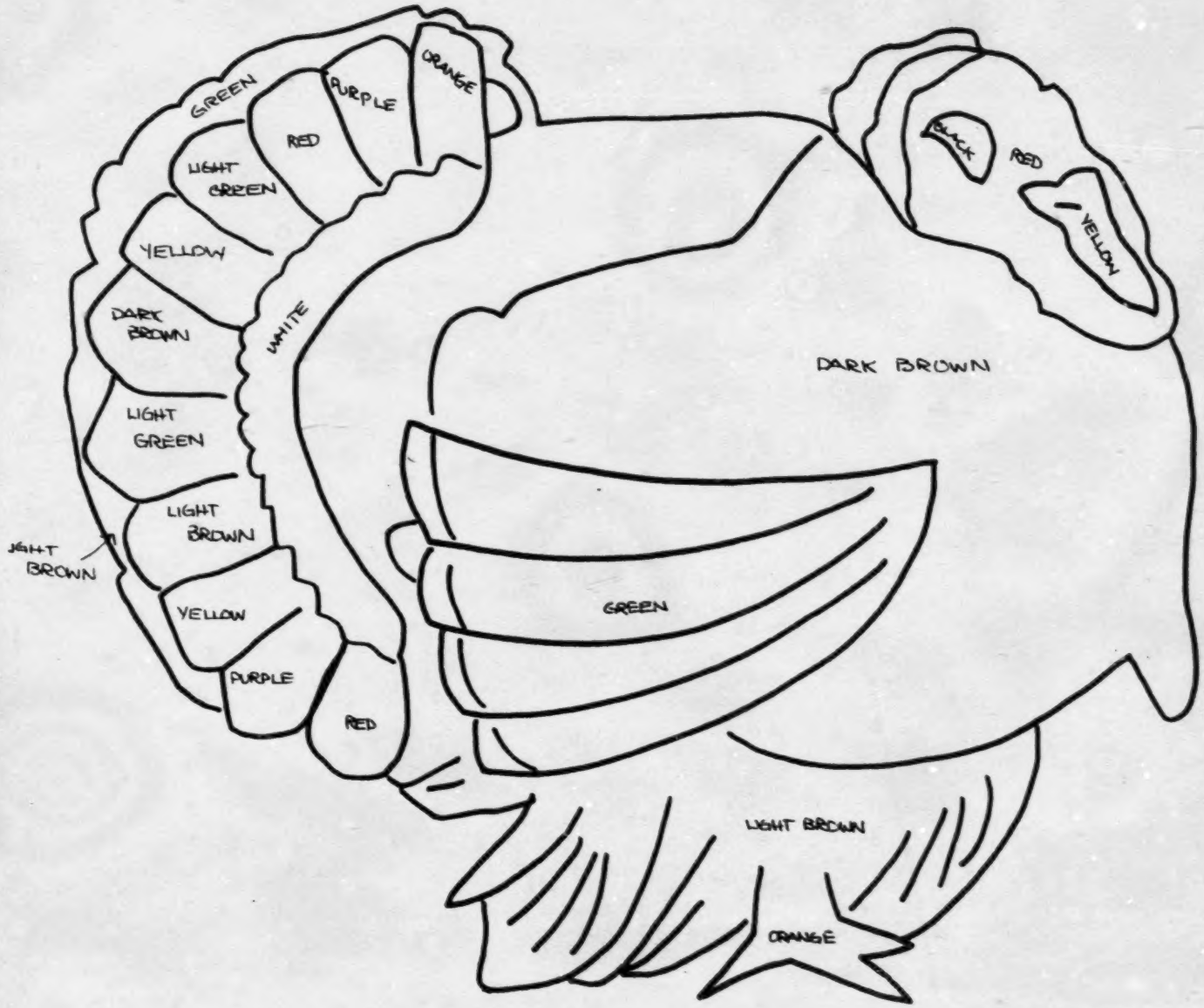
h-89

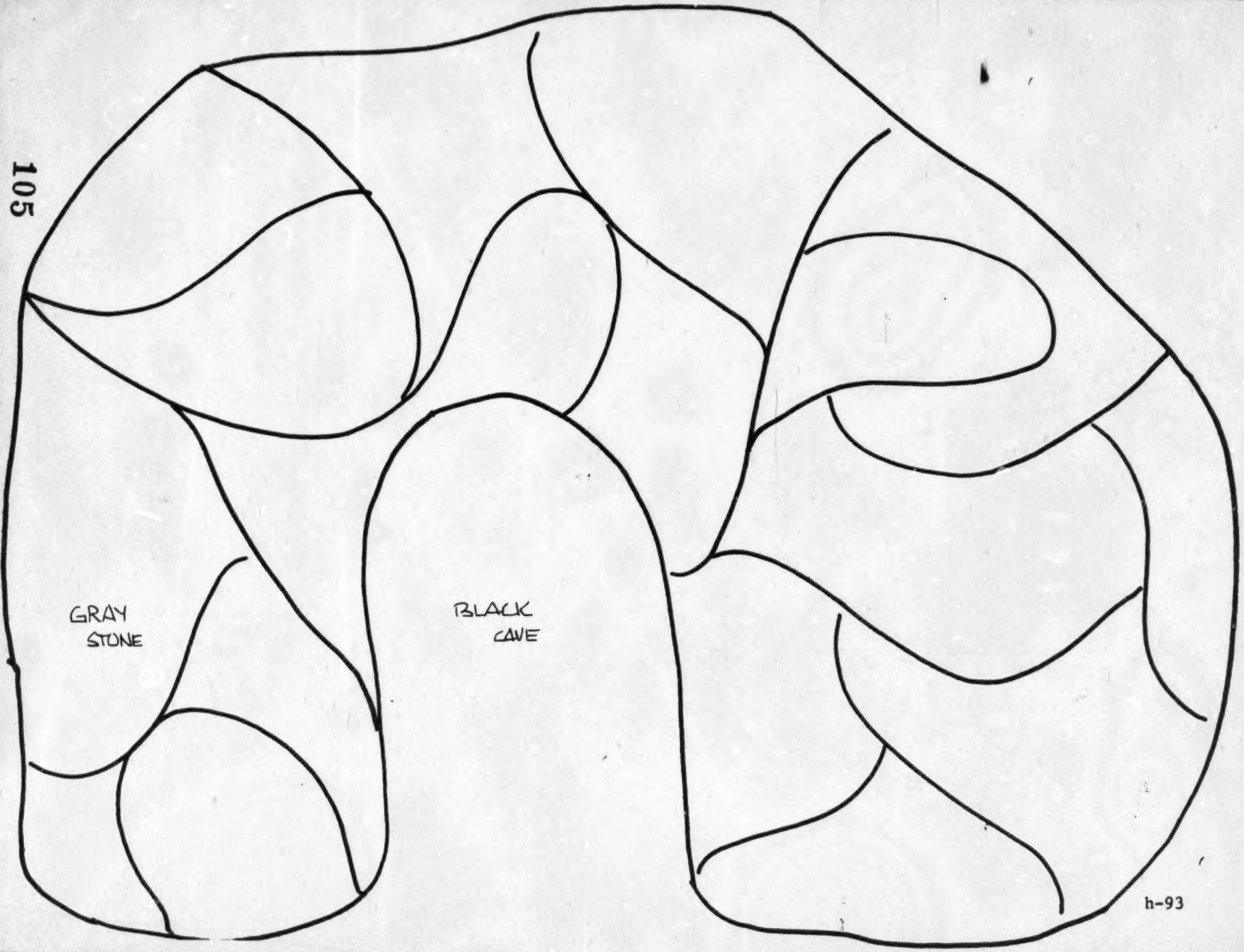
h-90



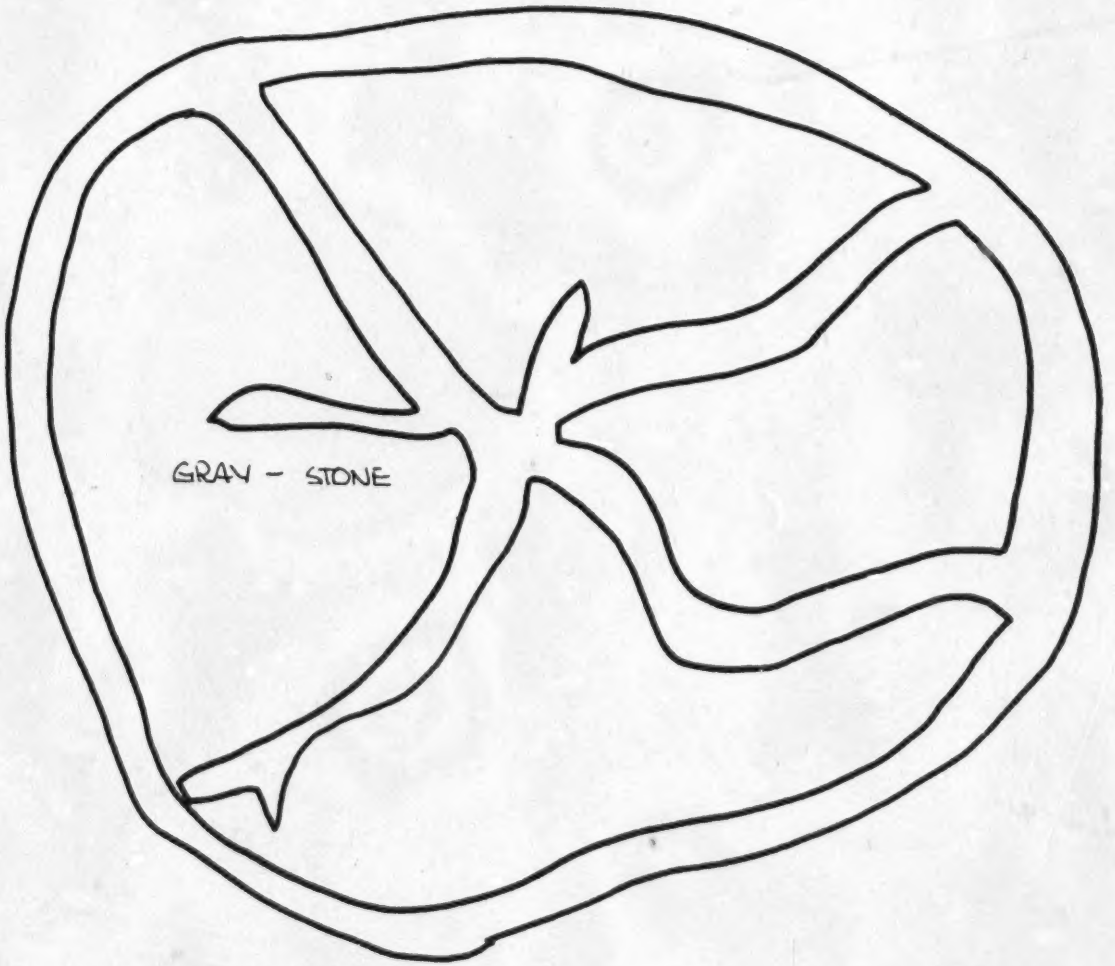

YELLOW
BLACK
BLACK
PURPLE
PURPLE
RED
WHITE
WHITE

h-92


GREEN
PURPLE
ORANGE
RED
LIGHT GREEN
YELLOW
DARK BROWN
WHITE
LIGHT GREEN
LIGHT BROWN
LIGHT BROWN
YELLOW
PURPLE
RED
BLACK
RED
YELLOW
DARK BROWN
GREEN
LIGHT BROWN
ORANGE



h-93


GRAY - STONE